

MAY 1948

The CLEARING HOUSE

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DON'T YOU DARE MOVE!

By WENDALL W. HANER

Journey into U. S. Education

By GEORGE H. HENRY

Easy Mark: No More Grading Jitters

By DONALD S. KLOPP

Junior High School Psychosis

By AARON GOFF

Everybody Helped to Plan the New Building . . . Lafayette
Junior High Struggles Toward Democracy . . . I Teach—
When I Can Find the Time . . . "POP" Means Pierce's Pupil
Opinion Poll . . . Infraction Slip: 1948 Model

Vol. 22
No. 9

A JOURNAL for MODERN
JUNIOR and SENIOR HIGH SCHOOLS

The Clearing House

A journal for modern junior and senior high schools

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Editorial and General Office: 207 Fourth Avenue, New York 3, N.Y.

Subscription Offices: 450 Ahnaip Street, Menasha, Wis., and 203 Lexington Ave., Sweet Springs, Mo.

THE CLEARING HOUSE is published at 450 Ahnaip St., Menasha, Wis. Editorial office: Inor Publishing Co., Incorporated, 207 Fourth Avenue, New York. Published monthly from September through May of each year.

Subscription price: \$4.00 a year. Two years for \$6.60, if cash accompanies order. Single copies, 50 cents. Subscriptions for less than a year will be charged at the single-copy rate. For subscriptions in groups of ten or more, write for special rates. Foreign countries and Canada, \$4.60 a year.

Entered as second-class matter at the post office at Menasha, Wisconsin, under the Act of March 3, 1879.

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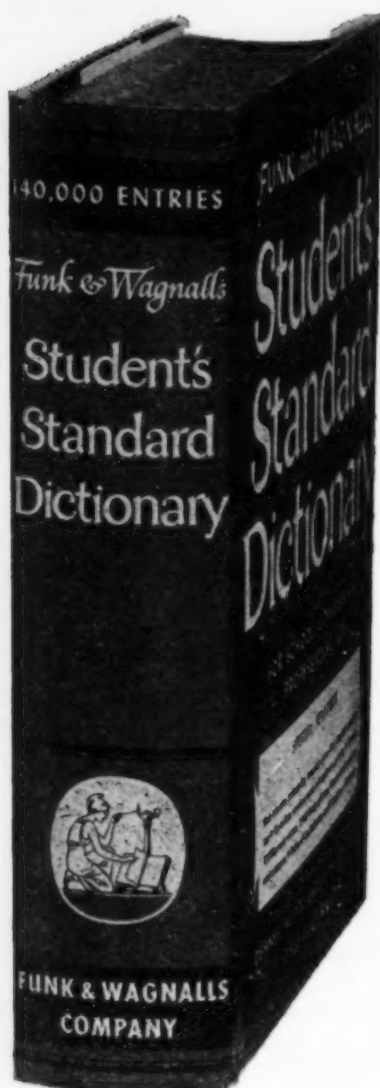
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DON'T YOU DARE TO MOVE!

*Only experience gained in
Our Town gets full credit*

By
WENDALL W. HANER

THE JOB INTERVIEW has reached the salary discussion stage. Superintendent Martin leans back in his chair and gazes at the ceiling as if to capture from its blank surface the proper facial expression with which to approach this distasteful little matter.

"Of course," he begins, "I don't know what your present salary may be . . ."

On the other side of the desk, Jim Parker feels his stomach muscles grow tense with nervous anticipation. He knows only too well what his present salary is. That skimpy \$3,100 has stood like a "Road Closed" sign on all the cherished routes of the year—the road to buying a home, the street the car dealer is on, even the alley leading to the tiny bookshop where he likes to find things for his library. The words of the New Hope beyond the desk make him tremble a bit now, but he must not show it.

"We have a fine salary schedule here," the superintendent continues. "It starts at \$2,500 for beginning teachers with the master's degree and increases \$100 a year until a maximum of \$4,500 is reached. How many years of experience do you have, Mr. Parker?"

Jim's heart leaps as he replies, "Ten years." Mentally he is shouting, "\$3,500! A \$400 raise!"

His jubilation is interrupted by Mr. Martin's voice again, "Well, we allow credit for

the first five years of outside experience, so that would make your salary an even \$3,000 for next year. How would that strike you?"

Jim Parker is already stricken. "Hmml!" is his only comment as he fights for time to gather his thoughts. At last he manages to exclaim, "You mean—er—my other five years don't count at all!"

"No," the superintendent answers quietly but firmly. "We feel that it takes a new man some time to fit into our system and learn our community. Experience elsewhere may be of a different sort, don't you see? And the longer a teacher is with us, the more valuable to us he becomes."

"I see," replies Jim. The rest of Mr. Martin's comments—something about ultimate advancement and opportunities in this wonderful city—are only faint echoes in his ears. Finally he hears himself promising to talk the situation over with his wife and report his decision. And that will be that . . .

But wait a minute, Jim. There are some questions you neglected to ask the superintendent. Before you go, let's inquire, "Mr. Martin, isn't it likely that you are in closer and more frequent contact with the people and activities of this community than any one of your teachers? And when you came here as superintendent did you take a big cut in salary while you learned the community and built up your value to it?"

Would you have been willing to march along year after year with your salary way behind that of nearby 'homegrown' superintendents until they reached a 'maximum' and you limped up to it many years later? Honestly now, weren't you chosen on the merits of your previous work and given the superintendent's full salary right from the start?"

It's possible, Jim, that the answers to these questions may show some slight discrimination against teachers and in favor of superintendents.

Experienced teachers who apply for positions in new school systems are constantly running into some sort of "alien exclusion act" or regulations which set up tariffs so high that they are unable to afford the "duty" which must be paid to get themselves into the new positions. And the worst of it is not the initial cost—but the upkeep of making the change. Having lost most of their erstwhile teaching credit, these teachers would have to work for years "to get back to where they were" on the schedule.

In a Chicago suburb, a teacher with 13 years of experience was offered a position last year in which his experience credit would have been cut back to eight years. This amounted to a \$500 loss in salary the first year compared with what he would have received if given full experience credit. But in the seven years that it would have taken him to reach the maximum salary after the credit cut, he would have been short \$2,500!

The same teacher was also offered a position in one of the principal cities in Michigan, with only five of his years of experience to be credited. The first year loss would have amounted to \$800 and the local teachers with the same actual amount of experience would have received \$4,400 more than he in the nine years it would have taken him to reach the maximum!

Going into administration and taking better positions in other schools are time-honored routes to advancement in educa-

tion. Opportunities in administration are very few in comparison with the number of ambitious teachers. And, with the aforementioned financial penalties operating against those who seek better positions in other cities, we have a good basis for understanding why some of the deeper ruts in education are so well populated. We also have a clue to the mystery of why so many well-informed young people refuse to entertain the idea of becoming teachers.

Let us consider some of the factors which would seem to make it reasonable or advantageous to hire teachers with a wealth of experience gained in one or more outside communities.

To begin with, no town could reasonably assume such a superiority for its school system over all others that experience acquired elsewhere would necessarily be inferior. But perhaps it wishes to discourage the hiring of "older teachers" from other localities. This attitude also appears to assign some special virtue to growing older in Our Town. If the teachers who have remained in the local system add to their usefulness and become worthy of regular increases in pay, is this not also true of teachers elsewhere?

Those who have developed leadership over a period of years in other schools, or who have devised improved methods of teaching and have taken time to develop them fully are, perhaps, *more desirable* as recruits for Our Town than newer "unknown quantities." In choosing them, a superintendent can obtain "tested goods" and oftentimes specialists in certain methods or activities to work in particular jobs or to balance the staff.

The flow of teachers into a school system may be likened, perhaps, to the flow of water into a river. A river supplied only by a series of springs at its source does not flow very far before it becomes narrow and dries up, or terminates in a stagnant pool. The initial volume and momentum of its fresh water are quickly lost as it encounters

sluggish currents and the twists and turns in the winding riverbed.

But a river which has powerful tributaries streaming into it at regular intervals along its course has its strength constantly renewed. These side streams pour into the main current great volumes that they have drained from other regions. And, with a quick surge of power at each replenishment, the river rises to a new height and flows on in a deeper channel.

In like manner, a school which limits its sources of teacher-supply to beginning instructors or those with relatively little experience may find its power and progress as an educational system as limited as its sources. Ideas brought in by new and untried teachers may quickly lose their momentum and vigor as they encounter the slow, chilling current of educational tradition and prejudice.

The school, like the river, needs its strength renewed at every stage and level of its development. Powerful "tributaries" pouring in the volume and force of ideas and skills drawn from other regions and wider experience are vital to its progress. An incoming master teacher to replace a retiring veteran instructor, a new department head from another section of the state, a fine teacher with wide experience in another part of the country—these and similar additions to a faculty could enrich a school's life and thought far beyond the contribution of a like number of neophytes.

And what are the reasons that newcomers with fine educational backgrounds and rich experience are discriminated against instead of welcomed? One common answer to this question is that bigger amounts should be paid to local teachers of long service to hold them in the system. But is it not just as desirable to hold the proficient newcomers? Perhaps, generally speaking, it is even more desirable, for the superintendent had the opportunity of selecting them after they became teachers of proved ability. And in every homegrown crop there is a certain

EDITOR'S NOTE

Mr. Haner wants to know why a teacher who is trying to get out of the rut faces such a salary penalty in the new town. His ten years of teaching experience may be credited as five—and he finds himself working for less money than he made in the previous school system. Mr. Haner examines the magic virtues of "local experience," and finds them rather unsubstantial. A school system is supposed to be benefited by new blood—but he feels that this is a figure of speech, and that the blood shouldn't be taken right out of the new teacher's veins. The author teaches in the junior-high-school grades of Ravinia School, Highland Park, Ill.

per cent of "poor plants," we can be sure.

All good teachers, regardless of where their experience was obtained, will be likely to stay with the school if it makes their continued service financially worthwhile. The salary money should be apportioned in the way that will most benefit the whole school—and not merely to satisfy those who claim "squatters' rights."

A second common reply to our query is that more should be paid to the loyal localites as a reward for their years of faithful service in Our Town. Then perhaps a like amount should be given to the experienced newcomers for their years of faithful preparation to bring new ideas and methods into Our Town from other testing grounds. There need be no quarrel with this "premature pension" plan if the money is passed around to *all* whose service records are long and honorable.

A third twist given the answer to our question is that experienced local teachers deserve higher salaries because their long-term knowledge of the community and acquaintance in it are valuable assets to the

school. Here we have the "patriarchal" concept of the old teacher—the venerable "Mr. Chips" (a personage seldom encountered in our large cities where the cut-the-newcomer plan is so prevalent).

It is this concept, perhaps, which prompted a clerk in a small-town bookstore to say to a freshman textbook purchaser, "Yes, son, this is the genuine Latin book for the coming school year—chosen and approved by old Jenny herself. Old Jenny has taught Latin in our high school for 400 years, and there's no doubt she's good for 400 more!"

One can have only the utmost respect for these loved and honored teachers who have become pillars of the community through long and faithful service. They can be compared to the leaders of the church, the beloved fathers of the flock. But when a dear old padre retires or is laid to rest, do the faithful attempt to replace him with a callow youth or by looking down their noses

at religious leaders from other communities while they try to hire them at cut-rate wages because they are "outsiders"? If the teacher leaving a long-held position was a wise and skilled friend and counselor, that is all the more reason why he should be replaced by a similarly skilled and proven teacher.

We hear a great deal these days about the values and advantages of the "exchange teacher" plan. Educational leaders go as far as England and other foreign countries to obtain teachers whose background and methods will help to enrich and measure the work of their own schools. And they are eager to place their own teachers in foreign classrooms where their new experiences will be of great value to the local school system later on.

We sometimes go a long way to seek new wealth. Perhaps we could find some of it just over the fence—if the fence weren't so high!



We Need More Clerks

By GRACE F. LAWRENCE

There is too much time taken from teaching in our large schools, for clerical work. The register is one of the principal offenders. The daily tallying and the monthly report of attendance should be handled by a clerk in the office.

Most school systems, especially those in the industrial sections, do not hesitate to spend funds when another teacher is needed, but they keep over-worked skeleton crews in the clerks' office. To employ an additional clerk would be of considerable help in relieving harassed teachers who are forced to spend half the morning homeroom period daily in checking and recording attendance on half a dozen forms.

Some of our high schools assign pupil clerks from the commercial course to assist individual teachers, but to give them care of the clerical function to the extent of solving the problem is to

overload the pupils. Their help should be enlisted, but at the same time a full-time job is there for an adult clerk.

Subject marks should be sent to this clerk, who records them on all the office files. To teach, to evaluate, is the teacher's function—but he should not be forced to wedge in, before and after school and during his teaching duties, hours of time devoted to the repetition of copying the grades of his students.

There should also be a central agency in the school, one of whose duties should be the mimeographing of tests, outlines, and lesson material. The main offices of our schools usually give assistance here. But teachers, loath to add to the work of girls already doing more than their share, cut the mimeographed material they use to a minimum, to the detriment of their teaching.

JOURNEY

*A traveling principal
considers our cities*

into U. S. EDUCATION

By GEORGE H. HENRY

Pittsburgh

Raspingly ugly barracks of brick around hangars of mills, a place where living seems incidental to work; rose windows, black with smoke, now symbols of the wheels of commerce; smoke stacks the weather-vanes of aspirations.

A steamboat, like a floating wedding cake, for holiday; the romantic scows, empty of soda pop and saxophone, gliding away blackly alone; the hideous signs working day and night on desire; city of improvisation.

"A strong union town," a fellow told me, "wages always a little higher here." I recalled the Liberty Street massacre, where twenty workers were killed during a strike. He didn't know. Did pupils know this kind of history? I asked him where Halstead St. Viaduct is, and he shook his head. There in 1877 twelve strikers were killed when officials used Federal troops returning from the Indian Wars.

"God has intended the great to be great and the little to be little," said the preacher Beecher. This city grew more under that philosophy, not under its school philosophy.

The daring "cathedral of learning" is an Oxford piled high, where you climb Parnassus on an elevator, Milton to be studied, maybe, on the twenty-fifth floor. Close by is the medieval Heintz Memorial, its beautiful stained glass transforming space into blue and red and yellow rays to help you forget the smoke outside; but those miles of sheds below, along the river, and the brown gargantuan beer glass bubbling all night high on the cliff, revealed to me more of the soul of the city. Is it the

purpose of the schools to assess all of this or to drift with the material tide?

The Foster Memorial reminded me that the younger generation, used to syncopation, was no longer interested in these mournful folk-songs—songs no longer of the folk. The sentiment of place is fading and in the Rosebud dance hall of a little Texas town they dance to the same music as do those on the Waldorf Roof. In Pittsburgh the menu at Childs' was the same as at Philadelphia which I had just left.

Inside the splendid Carnegie Institute I felt again, as I have so many times before when in the nation's art galleries, how the schools have failed to use America's etchers and lithographers and painters to help interpret the social scene. I do not mean, as many teachers do, that "beautiful" paintings are to be brought to class to reinforce or match the beauty of a poem—I do not refer to aesthetics at all—but I mean that ten or fifteen of these etchings can sharpen the eyes of pupils to social-economic questions as well as, or better than, the pronouncements of the National Council for the Social Studies and the hasty "Problems" texts.

At the very moment when American art is higher, better, more profuse and more in touch with life than ever in its history, the schools are completely unaware of its possibilities for teaching. These trips that pupils now take in groups are meaningless, because one sees only what one is trained to see. Artists press the jalopy, the water tower, the crooked road sign and the Mail Pouch "ad" into our flesh in a way that the book and the accustomed walk cannot do. I wondered how much the city's schools

use the annual exhibition of Pittsburgh artists as a comprehensive document of Pittsburgh.

Close by, I entered a Catholic church, that interested me because it had a series of confessional booths along the walls where chapels usually are, and as I came out and stood at the entrance a moment, a magazine delivery truck whizzed by, with a huge colored placard screaming out the new story in the latest issue of *True Confessions*, I LIVED IN SIN—millions read it. Which "confession" was winning out? Reading was once thought to be the avenue to culture!

The Monongahela Valley

A fummy hole. What if I taught here! What would become of my "Grecian Urn" and "Thanatopsis" and "Sir Launfal" and "Ancient Mariner"? Town after town and not a livable street; houses on dumps and slag-piles, almost continuations of the mills, as if a volcano had erupted so many times that the people ceased to care. No woman, no matter how ignorant and lowly, could be proud of such hovels. A culture uprooted and transplanted from Europe, spiritually dead—neither European nor American—still continuing the quarrels of Yugoslavia thousands of miles away, not for a democratic America.

The people in the Pullmans, en route to vacation and business, scarcely look out. Some day they may wish they had. I wish some Thornton Wilder had selected one of these places for *Our Town*. I'd love to teach here to see for myself what chance education has.

If steel is the core of our machine civilization, then these workers should be considered the elite of our age. In appreciation for their raw, crude, non-human type of toil, our democracy should say, "You make an essential fabric of our industrial system under grimy, dangerous, uninspiring conditions, working with molten masses that

debase you. For reward we provide you beautiful homes and gardens and recreation where after your disagreeable work you can be renewed." By way of simple justice, the worst areas should have the best schools.

Cleveland

Shake up Penny's, Fanny Farmer, Walgreen, United Cigar Store, etc., and you get Pittsburgh; shake them again and you have Akron; spread them in a row and you have Cleveland. "We're a one-street town," said a man.

These huge union stations, American institutions, would have delighted the Romans. In 50 B.C. London was an outpost; in 1750 Cleveland was an outpost. And now in one of these stations you lunch in a restaurant of impersonal, geometric synthetic materials, in a soilless, lifeless, moon-crater of stark space-time, with ebony luster walls, chromium chairs, glass table tops, tetrazine floor, all of which call for food served up only in prisms, cubes, triangles, or in capsules mosaically arranged on an iron plate; or, you expect ingeniously served hard tack, hard as the interior, hard as the service, hard as the machine that made it all. Do pupils know what is happening? Schools are going "hard" too.

Outside was a tremendous mural in vile taste, some symbolic use of a horse, in enamel tile, got up by the Chamber of Commerce. These station walls could be a wonderful educative medium by which to express American democracy to the throngs that pass by—a philosophy of education, for instance, in successive panels.

Cleveland seemed feverish with business: "cash in" while there is time. Production meant more money, so that you could move to the "heights," get rid of the Plymouth for something bigger. Here I finished Stringfellow Barr's annual report to his trustees. Magnanimity, serenity, virtue—aren't these terms from ancient classical ethics an ob-

struction to the new order of steel? How do they fit in?

While waiting for the museum to open I walked in on a Methodist Church service, and the minister took us on a quest for certainty and at one time passionately cried: "Do you realize that the man you worship had nails driven through his hands?" I surveyed the well-dressed pews.

I liked the gallery. Bellows's "Christ of the Wheel" fit in exceptionally well with the sermon. In the park I came across a statue of an educator, Edward Rice (one never says teacher; only administrators can amount to anything in education). I wonder whether there is in America a statue just to a classroom teacher.

In the light of Poland's plight the statue to Kosciusko held me awhile. He came to us to fight for freedom. How little we are educated in freedom! We even forget what we have—in spite of our schools.

Detroit

The rise of the C.I.O. What had school to do with it? Coughlin, Ford, swerving the stream of education. More automobiles made in this one city than in the whole world. Sit in Ford's rotunda and write a philosophy.

This city's a great conglomeration of homes that did not yet settle down to civic life. How school classes here must bristle with discussion and opinion. Tens of thousands always moving in and moving out, fluid, full of sects and creeds and nationalities and organizations. The try-out arena for new isms. A metropolis of work, little more. An industrial frontier. I met a teacher at a dock, on the Sault Ste. Marie Canal. His classes held representatives of several brands of unionism; and I thought of mine where none of the parents belonged to a union.

One vacation this teacher in his zeal had driven three of his pupils to see Washing-

EDITOR'S NOTE

Early this year Mr. Henry made a 10,000 mile trip in the Northeastern states, speaking to citizen groups on the education of their children. In this piece he writes from the viewpoint of a teacher about some of the communities he visited. A long-time contributor to THE CLEARING HOUSE, Mr. Henry recently has written on education for such general magazines as Harper's, Survey Graphic, and Ladies' Home Journal. On leave of absence as principal of Dover, Del., High School, the author began in February a three-month speaking tour which took him through the Southern states and to the Pacific Coast.

ton, and as they sat at the tomb of the Unknown Soldier one asked, "Is it militarism?" and before the anchor of the Maine they discussed the Spain of then and now.

Education, to be good, must at some time or other depend on this personal, custom-built relationship between pupil and teacher, for present assembly-line teaching is never enough. But this personal type of teaching is left only to the good grace and enthusiasm of the teacher, all outside his regular line of duty. Some day this type of extra-school teaching will be a regular part of public education. This extra-school teaching is not to be confused with extra-curricular activities.

Before the Diego Rivera murals I talked with a woman who still had the naive idea that Eastern capitalists were plotting another world war. Why Eastern? Why capitalists? Couldn't 974,000 classrooms be a tremendous force for peace? But how? Through Latin, plane geometry, Ancient Egypt, *Merchant of Venice*, home economics?

Everybody Helped to Plan the NEW BUILDING

By
ELMER E. HANDEL

THE 1450 school children of the Orchard Park Central School District look forward to the school year 1949-50 with great expectations.

They can see themselves that September, walking up a broad pathway to the entrance of a beautiful modern building, surrounded by broad lawns and ample playground areas. They know it will include most of the facilities recommended by leaders in school plant planning. But more important, they will have a sense of ownership and pride because they will see in the building many things in the planning of which they played a large part.

They will remember, first of all, the great need for the school over a period of years; a need evidenced by going to school in outmoded rural buildings, church basements, and a school building overcrowded by fifty per cent. Or they may remember it by half-day school sessions or curtailed activities, classes of thirty-five to forty-five pupils—and a program which was determined by physical facilities available, rather than their needs. Yes, they will be well aware of the need for the expenditures of more than \$1,500,000 for this building—perhaps more so than many of their elders.

The thoughts of some of the older pupils may turn back to the year 1947, when their parents and other adults were given the opportunity to vote for a better school for the children of Orchard Park. They will remember the despair when the vote was lost in July, the elation which accompanied victory in September—and the uncertainty preceding a December vote for additional funds. They will hear the sound truck ad-

vertising their cause, the pamphlets delivered to their homes, the debates at home and abroad, the many newspaper articles and class discussions.

Perhaps some will recall the backyard show, staged by some third-graders to raise funds for the new school; the promoter solemnly turning over to the principal the proceeds of less than one dollar. Yes, many will remember these things because they played a part.

All will remember the ground-breaking that Sunday in January; the program in the old auditorium followed by the ceremonies on the site; the inspired singing of the school chorus and the stirring marches of the school band. They will remember that one of their own group helped to break ground—the president of the senior class.

The day the first giant earth movers, shovels and bulldozers moved in will loom large and clear. In fact, the entire construction period, from ground clearing, excavation, pouring concrete, building walls, and all the many other phases of erecting a large building, will be vividly recalled. A few of the pupils, with more insight, might then realize that not only was this school erected for them, but that the planning involved and the actual construction were carefully woven into the fabric of their school life.

The many trips to the project; the study of blueprints; the discussions with the "clerk of the works," the teachers and the principals; the placing of a small-scale model in the hall; the pictures taken by the camera club or drawn by art classes; the more technical study by mathematics and industrial arts classes and even the com-

positions in English class, will come to light as a part of a planned program.

As students enter the building in 1949 and move about they will see many results of their part in the planning of this building. They will recognize the auditorium seats as being the same as one of those they tried out. They will remember the sample chalkboards they wrote on and tested. Many will point to some part of the building or piece of equipment and say with pride, "I helped pick that out." There will be no mysteries in this large, new building—it will be an old friend they have watched grow.

The teachers will have similar feelings, since they also will see in the building many evidences of their cooperative planning. Many will remember long sessions with the architect and the principal when they presented their thoughts regarding their own particular areas. The social-studies teachers will see the laboratories they planned, with large conference tables to be arranged as the occasion demands. The homemaking teacher will see the results of her very careful study. The industrial arts teacher will see the plan he and his boys worked on come to life. They will then realize the difference between planning a school for an educational program and making the program fit a building.

Many of the parents, as they enter the building for the first time, will be meeting an old friend. They also will remember the many opportunities they have had to offer suggestions, and they will see the results of their thoughts in brick, steel, wood, and concrete. They will recall the many appearances of the architect and school officials at club meetings to discuss the new school. They will recognize many of the features from the numerous newspaper articles they have read.

Yes, this expensive building which they have endowed will be an old friend, ready to serve not only their children, but themselves as well. They will see it as a com-

munity center with adult classes in the late afternoon and evening, concerts, a place to meet, a place to learn, and a center of activity in the community.

We know that on that day in September 1949 as the new junior-senior high school building is entered by the pupils, teachers

EDITOR'S NOTE

"Many improvements in school building planning are being incorporated in our new school," writes Mr. Handel. "One of the most important is the community aspect. Not only is the building designed as a community-center school, but all of those concerned—parents, pupils, and teachers—have had a part in the planning. More than that, the construction of the building is being used as an educational project, and frequent trips to the site are made by groups of students. We continue to find new ways of making the construction of this school more than just the erection of a building." Mr. Handel is principal of Orchard Park, N.Y., Central School.

and parents for the first time, many will recall with pride the part they played in its planning and construction. Many taxpayers will think of it in terms of achievement and promise rather than how much more they will have to pay. More teachers will go at their jobs with renewed effort and greater inspiration because they are more than just employees. More pupils will regard the building with a greater appreciation for their own responsibilities.

As the building rises from the site, we are sure these goals will be attained; that a firm foundation is being laid, not only for the school building, but also for the school itself.

EASY MARK:

A System to End Grading Jitters

By DONALD S. KLOPP

AS A TEACHER, would you like to be able to figure out, at report card time, all your students' grades in less than one hour's time, yet without benefit of adding machine, pencil, pad paper, headache, or re-primination? You can do it, accurately too. Even your class secretary can do it—if you have that much confidence. I do.

The method described here is no apology for grades or "marks" of any kind. It is only a time-saver applied to what, in our time, often seems a necessary evil. If we must have grades which are psychologically unfair to students, need we also have them *bookkeepingly* unfair and painful to their keepers?

No matter what system teachers use in reporting students' progress to both central offices and parents, the vast majority of us seem to keep roll books. Although we might not like to admit it, we are practically forced to think at some point along the line in terms of percentages, before writing any type of hieroglyphic in a roll book. By way of proof, consider an example.

You give an important spelling test comprised of 100 words (or mathematics problems, or formulae, or matching questions, etc.). Johnny surprises you by scoring 95 items correct. To one teacher this may mean 95 per cent, to another an A, to a third Satisfactory, to a fourth a pleasant Conference, and so on. No matter what system you use in making this report, you originally *had* to consider how many of the 100 he had right (that is, an *a priori* percentage concept). You predetermined, perhaps subconsciously, some point above which Johnny's work would be labeled Satisfactory, Passing, A-B-C-D-E, and the like. Per-

centages underlie our present approach.

If you do not use any logical, consistent system in your roll book or grade book, it no doubt resembles mine during internship:

Doak, Joe—A, 100, B, 85, ?, ab., 1, 60, D—, F

You can, if conscientious, waste hours adding up a pot-pourri like this one. Joe's father can waste a few more, too, if he can get a day off at the plant. Nevertheless, I'm not at all certain that it is any easier to average—or to defend—the more typical and studied melange of this type:

Bells, Mary—B, C, A, E, A, C, B, D, A, D, C—, D

Aside from the more readily apparent difficulties here, Mary Bells' twelve units of work are all assumed to be co-equal in value. We can only hope that the A does not represent a two-minute talk and the D her term paper.

For about a decade now the writer has been using a set of symbols to represent grades. They save time, space, energy. Just as important, however, they can show variation in values and degrees of difficulty among the various units graded. Furthermore, the system is so simple, once learned, that it encourages the user to keep a wider spread of grades during a reporting period, thereby lessening the subjective element. Finally, the nature of the system also encourages the pupils to keep a record of their own progress, a record that is clear to them from week to week. The roll book of necessity ceases to be sanctum sanctorum, as it certainly *should* have been in the case of Joe Doak's record.

The symbolism shown in Chart I represents little more than keeping a record of pupils' mistakes or non-learned items. We are thus able to deal with smaller quantities—those that can be quickly totaled and averaged at a mere glance. The left-hand column designates traditional percentages, although of course it is easily possible for you to substitute here whatever system you are currently using. Percentages are listed because the writer has to assume that fundamentally (even if unconsciously) we think in terms of a per cent before we can decide just what character to write in a square in the roll book.

CHART I

Traditional	New Symbols
100%.....	0
95.....	. (or .5 or $\frac{1}{2}$)
90.....	1
85.....	1.
80.....	2
75.....	2.
70.....	3
65.....	3.
60.....	4
55.....	4.
50.....	5
45.....	5.
40.....	6
35.....	6.
30.....	7
25.....	7.
20.....	8
15.....	8.
10.....	9
5.....	9.
0.....(all wrong).....	10

It will be noted immediately that the symbols record grades only in units of five percentage points. A score of 98 per cent, therefore, presents a problem: would the symbol be "o" or "."? Most of your grades will never present this problem, especially those for creative work, compositions, essays, projects, etc. But when you feel that certain grades can be as finely delimited as 98 or 67 or 83, you can easily keep Chart II in mind.

Chart II merely shows that a 98 is closer to 100 than to 95; 87 is closer to 85 than to 90; and so on.

Now let us see how this system works with actual cases. The table on page 526 is a

CHART II

Traditional	New
100%	
99	o
98	
97	
96	
95	.
94	
93	
92	
91	
90	I
89	
88	
87	
86	
85	I.
84	
83	
etc.	

record on Susie, as it might appear both traditionally (X) and symbolically (Y).

Example (X) is somewhat complicated and, except perhaps for teachers of mathematics, seems to cry for support from an adding machine. Example (Y) can be calculated quickly and surely while you are on your feet—if need be—conferring with Susie or her forebears. For greatest speed add the integers first (2, 2, 2, 1, 3, 2, 1 = 13). Then add the dots (.), each of the four symbolizing half a unit. Add them in pairs; it's easier. Four "dots" give us two more units. Altogether we have 13 and 2 or a total of 15 counts on Susie's ten items or projects. Susie evidently makes an average of 1. (1½) "errors" on each test, paper, or project. We already know that 1. = 85 per cent. If we don't, consult Chart II once

EDITOR'S NOTE

Mr. Klopp has used the system of marking explained in this article for the past ten years. He says that it has saved him much grief and a great deal of time, and has made the grades he gives less subjective. He is administrative assistant in guidance and placement in Scott High School, East Orange, N.J.

again. Chart I shows similar information, less detailed.

This system has many variations and refinements. Space permits mention of only two or three. If a student scores a 1 (90%) on, say, a ten-minute test and later a 1

cent = 1.2 exactly. Multiply the 1.2 by 10 and enter the 12 in your roll book, not forgetting of course to subtend a memo to yourself that the final exam counts ten times (10x).

Quite similarly it can be seen that when

CALCULATING SUSIE'S GRADE

(X) Susie	100	79	80	75	84	96	70	95	82	89	$\frac{850}{10} = 85$
(Y) Susie	0	2	2	2	1	.	3	.	2	1	$\frac{15}{10} = 1.5 (1.)$

(90%) on a long essay, as teachers we should show a difference in values or degrees of difficulty. If we arbitrarily assume that the essay required five times the preparation needed for the short test, we then multiply his symbol 1 by 5 and enter a 5 in the roll-book column reserved for the essay. Here we must be careful to note in the book (top or bottom of the page) that the essay counts "five times." The writer is in the habit of using the symbol 5x, or 10x, or 3x, etc. At the end of the report period the student's divisor will be proportionately larger.

Another variant can be used to appease any teachers or students who might object to the incidental loss or gain of a percentage point or so, as is implied in Chart II. If enough grades are kept, these small losses and gains "cancel themselves." The writer has never had a complaint, from more than a thousand students who have worked with the symbols. However, it is easily possible, especially for long, important examinations, to make the symbols absolutely equivalent to percentage scores.

For example, let us assume that a student scores 88 per cent on a final examination of the objective type, and that we believe this examination is worth ten times as much as any of his basic tests or exercises during the period. On a transposition scale 88 per

a student's grades are averaged (as in the case of Susie at "Y"), the average will not always be a convenient 1. (or 1.5). It might be, say, 1.8. This average is close to a 2 (80%), but if you feel in the mood to split hairs, it happens to be exactly 82 per cent. A simple transposition scale can be made for any grade from 100 per cent down to the nether regions of 0 per cent. It really is not necessary. Such relationship can be seen by the mind's logarithmic eye.

A third variation or refinement concerns extra-credit work, work not a common requirement for the class. Such work is easily taken care of through our objective symbolism. The writer saves a one-week section on a page of the roll book to note credits for efforts above and beyond the line of duty. In this section we enter the zero symbol (0) for a piece of non-required work—if it is worth it. If it seems worth more, enter two or more zeros. So doing increases only your final divisor, but takes no more of your valuable time for calculation at the end.

In sum, the total system, if carefully explained to students and adhered to by their instructor, will actually make it possible for the latter to average all the grades for five normal-sized classes in less than one hour's time. He needs no adding machine, no columns of figures to copy, no rechecking of addition *ad infinitum*, no qualms about

accuracy, no aspirin. His bookkeeping is reduced to the minimum. After learning the system thoroughly—one semester is adequate—he can easily have an alert class secretary enter the symbols in the roll book, strike the totals, subscribe the divisors. There is nothing to conceal. If this sounds too formidable, the teacher can merely gaze for a moment at Johnny's line of symbols¹

and determine his exact average mentally.

It's a cinch to "make the grade." The next time your commanding officer barks sharply, "Mark time!" you can be ready to march, but fast.

¹ Acknowledgment is hereby made to Mr. Stephen O. Skakandy, history teacher, Red Bank, N.J., Senior High School, for the many hours he has saved the writer by suggesting the system of symbols explained in this article.



* * THE SPOTLIGHT * *

Excerpts from articles in this issue

Experienced teachers who apply for positions in new school systems are constantly running into some sort of "alien exclusion act" or regulations which set up tariffs so high that they are unable to afford the "duty" which must be paid to get themselves into the new positions.—*Wendall W. Haner*, p. 516.

At the very moment when American art is higher, better, more profuse and more in touch with life than ever in its history, the schools are completely unaware of its possibilities for teaching.—*George H. Henry*, p. 519.

As students enter the building in 1949 and move about they will see many results of their part in the planning of this building.—*Elmer E. Handel*, p. 523.

As a teacher, would you like to be able to figure out, at report card time, all your students' grades in less than one hour's time? . . . You can do it, accurately too.—*Donald S. Klopp*, p. 524.

Our purpose has been to present the foundation upon which one school is attempting to build itself into a democracy—well, as much of a democracy as a school can be.—*M. E. Herriott*, p. 531.

After playing watch-dog I am free to go to the assembly, where I warn the younger set to suppress their natural expressions of boredom; to refrain from whistling, hissing, stomping . . . I shush. I look. I glare. I scowl. I hope it works.—*Clarence M. Conkling*, p. 533.

We find that Pupil Opinion Polls are very popu-

lar with our pupils. Each new class to enroll in Higher Arithmetic asks whether it can participate in such a poll.—*Humphrey C. Jackson*, p. 539.

As part of the semester course in American literature which I teach to third-year high-school students, those who wish to earn a semester grade of B or better are required to initiate one project. The project may be anything they think would be useful to them—and it need not concern literature or English.—*Eva A. Moore*, p. 540.

I have yet to meet any person who specialized in junior-high-school teaching, or who ever had any ambitions to teach in such a place.—*Aaron Goff*, p. 544.

Why not use attractive outside rooms for teachers' lounges, not the usual afterthoughts of rooms where papers must be graded by artificial light (often not up to acceptable lighting standards) when the sun is shining outside? Why not have sufficient toilet facilities for the faculty? . . . Why not have a faculty exercise room . . . ?—*Mary Beery*, p. 547.

The children born to these class members in later years are called "Sociology Babies," and their parents are quite sure that they have a good start in developing mature personalities.—*Elizabeth J. Hatch*, p. 550.

As teachers, let us seize the unparalleled opportunities of this election year of 1948 to establish well those understandings, attitudes, knowledges, and skills which are so vital in these days of threat to the American Way.—*Loretta E. Klee*, p. 560.

Lafayette Junior High Struggles Toward

*Report on division
of responsibilities*

DEMOCRACY

By M. E. HERRIOTT

DEMOCRACY is today's keynote. The schools are preparing young people for democratic society: to love democracy and to distrust totalitarianism. Democratic goals, democratic subject-matter, democratic classroom teaching, democratic school organization, democratic administration, democratic this and democratic that on every side.

And still schools are notoriously undemocratic institutions. They are the instruments of democratic society. But the very circumstances of their formation place every conceivable obstacle in the way of their being truly democratic—that is, provided you, the reader, and I, the author, have the same or approximately the same concept of democracy.

To me, democracy means self-determination and respect for human worth; it means that "the people" select those who are to govern and determine the laws under which they are to live; that the minority, although subject to the will of the majority, is heard and respected and has its function. Civil rights, civil liberties, civic responsibility, are summary expressions of civic democracy.

But how can these things be, in schools which are set up to be benevolent despotisms at the best? Boards of education elect superintendents and principals, who choose teachers; and the pupils—well, they have nothing much to say about it. Any way, children are too immature to permit a reversal of the process. No one would dream of leaving the initiative wholly to children. They are incapable of setting up their own schools, formulating rules and regulations, selecting a faculty, organizing a curriculum, etc., etc.

So there we have it. How can schools be democratic in their processes? They cannot.

But within the limits of their origin, schools can approximate democratic functioning. These limits must, however, be fully recognized if the attempt to be completely democratic is not to become a sham and a pretense—a hollow form without meaning.

Over the years, I have striven to develop a truly democratic school, working cooperatively with faculty and students. The goal is yet to be achieved. The following is, however, the current guiding statement of responsibilities. It begins with the pupils and concludes with the principal.

Pupils are responsible first for learning the skills, knowledge, and attitudes embraced by their subjects and activities. They also help to manage the school—to determine policies, to develop rules and regulations, to keep the student body in line with accepted school practices.

Teachers also have a first responsibility—that of teaching in the most effective ways possible. They must also maintain adequate and up-to-date records for all pupils under their direct supervision. They counsel and guide pupils and supervise their conduct wherever the teachers may be, especially on assigned posts—classrooms, halls, cafeteria, auditorium, grounds, and on the streets in the vicinity of the school. Teachers also participate in the determination of policies, and the development of rules and regulations for the school. They sponsor extracurricular activities. And last, they maintain healthful, attractive classrooms conducive to good learning.

Homeroom teachers maintain accurate at-

tendance and guidance records, including the cumulative records. They serve as the "school parents" of the members of their homerooms: to encourage, to console, to correct, to advise, to explain, etc. They help to establish good school-home relations for members of the homeroom. It is theirs to foster homeroom and school morale and to facilitate school organization by reading and interpreting the Daily Bulletin and Special Bulletins, by handling such administrative details as registration on the first day, programming pupils, assigning lockers, and the like.

Department chairmen are appointed in order to coordinate the teaching of each department: curriculum, textbooks, maps, audiovisual aids, and other materials of instruction (equipment and supplies). They are expected to advise and counsel with teachers new to the department, especially long-term substitutes. Conversely, they advise the administration with respect to the needs, wishes, and achievements of the department.

The *health coordinator* serves as the prime center for all matters pertaining to the health of pupils. She assists teachers in their program of maintaining conditions conducive to good health and of detecting situations and cases inimical to good health. She keeps and supervises the maintenance and use of an organized and complete file of health records. Furthermore, she counsels with the school nurse and doctors in their service to the school, providing good working conditions for them, and directing to them all cases in need of their attention. The health coordinator also administers all special health surveys and programs, and supplies to all approved inquirers needed data from the health files. She also participates in the determination of policies and the development of rules and regulations for the school.

The *registrar* is the prime center for the control of school attendance. He assists teachers in their program of maintaining a

high standard of attendance. He directs and assists teachers in maintaining correct and adequate attendance records and in reporting school attendance. He must keep and supervise the maintenance and use of an organized and complete record of pupils' parents and guardians, their places of residence, pupils' authenticated birth dates, and their school attendance with the reasons for each absence. He directs the investigation of cases of irregular attendance: home visits by teachers and other members of the school staff and by supervisors of attendance. The registrar supplies to all approved inquirers needed data from the attendance files, and processes all work permits and follow-ups thereon. He also participates in the determination of policies and the development of rules and regulations for the school.

The *counselors* serve as the prime center for the guidance and counseling of pupils in their development. They assist teachers in the performance of this phase of their duties and direct the programming of pupils—both original programming and adjustments. They counsel the administration with respect to the treatment and disposition of pupils whose problems reach the vice-principals or the principal. They keep and supervise the maintenance and use of an organized and complete record file of

EDITOR'S NOTE

Our schools, Mr. Herriott believes, are organized to be, at best, "benevolent despotisms." Yet within limits they can "approximate democratic functioning." He explains in this article just how far his school has progressed (and has not progressed) in the division of responsibilities among all concerned, from pupils to principal. The author is principal of Lafayette Junior High School, Los Angeles, Cal.

pupils' educational, psychological, emotional, and social capacities and achievements. They administer the testing program of the school. The counselors supply to all approved inquirers needed data from the counseling files. And they participate in the determination of policies and the development of rules and regulations for the school.

The *boys' vice-principal* is the prime center for boys' interests and activities. He assists teachers in adapting their programs to the interests and needs of boys. He develops and supervises a positive program of activities for boys which will be constructive and keep their morale high. He handles boy disciplinary cases too aggravated to be dealt with by the classroom teacher. He secures the assistance of service agencies (PTA, YMCA, Catholic Big Brothers, etc.) wherever indicated or possible. And he determines the placement of boys who must be removed from the school, being advised by the counselors, registrar, and supervisor of attendance. The boys' vice-principal supervises the conduct of boys throughout the school and vicinity. He sponsors the Rangers (*the boys' service group of the school*) and the safety organization. In fact, he is the coordinator for all youth group activities connected with the school and occurring within or outside the regular school day. And finally, he participates in the determination of policies and the development of rules and regulations for the school.

The *girls' vice-principal* is the prime center for girls' interests and activities. She assists teachers in adapting their program to the interests and needs of girls. She develops and supervises, in cooperation with the boys' vice-principal, a positive program of activities for girls which will be constructive and will keep their morale high. She handles girl disciplinary cases too aggravated to be dealt with by the classroom teacher. She secures the assistance of service agencies whenever indicated or feasible. And she determines the placement of girls

who must be removed from the school, being advised by the counselors, the registrar, and the supervisor of attendance. The girls' vice-principal supervises the conduct of girls throughout the school and vicinity. She sponsors the Big Sisters (*the girls' service group of the school*). It is her function to supervise the curriculum and instruction of the school. She advises with teachers on their teaching techniques and with department chairmen on the curriculum content and materials of instruction—and keeps the curriculum and instruction in harmony with the policies and practices of the school system. She supervises the library and the Textbook Room. And finally, she participates in the determination of policies and the development of rules and regulations for the school.

The *principal* manages the school. He heads up the determination of policies and the development of rules and regulations for the school. He assigns duties and responsibilities of the staff, and delegates authority to the vice-principals, counselors, registrar, head custodian, cafeteria manager, and others. He makes the master schedule of classes and heads up all school-wide activities. The principal maintains proper relations between the school and the central administration, the business department, and other service departments of the central offices, and keeps the school in line with the policies and practices of the school system. It is he who directs relations between the school and other schools of the system: contributing elementary schools, receiving senior high schools, special schools, and other junior high schools. Similarly, he directs relations between the school and the community.

Is a school so organized a democracy? In what respects? To what degree? I am sure that it is a democracy in some measure, but not as much of a democracy as is possible. The school is only working in that direction. Some evidences are to be found in the student safety committee

(which chiefly controls in-school traffic), two student councils, a student court, a faculty organization with elected and functioning officers, and a faculty committee which plans and runs the faculty meetings.

These are some of the functional expressions of the responsibilities detailed

here. Others might be mentioned and described. But that is not the purpose of this article. Our purpose has been to present the foundation upon which one school is attempting to build itself into a democracy—well, as much of a democracy as a school can be.

“IN MY OPINION . . .”

This department will appear from time to time. Readers are welcome to express their opinions pro or con on anything that appears in THE CLEARING HOUSE, or to comment on current problems of secondary education. We shall publish as many letters, or excerpts from letters, as space allows. Ed.

“Extra Pay”

To The Editor:

Come January 1st and I had decided that for a year I would not try to reform the school business, nor would I sound off when some brother made me sore.

Probably I still would have kept my mouth shut and my pen dry, if this morning I had not found out that I am a member of the NEA Advisory Committee on Professional Ethics. Then, when I am upset by finding myself in such company, I pick up the January 1948 CLEARING HOUSE and read “No Extra Pay for Extracurricular Duties,” by Paul M. Crafton.

Says he, “. . . the growing teacher does these things [such as attending a course in First Aid conducted by the local Red Cross chapter and probably doing summer-school work in a university too] without thought of extra remuneration.” Speak for yourself, Mr. Crafton. I do these things for two reasons: first, because I like to do them; second, because I want to make myself a more efficient teacher so that I will get higher pay and do a better job within the span of the regular curriculums. I am not looking for extra work without extra pay.

Again, “. . . teachers are expected, and with reason, to make a contribution to the welfare of children whether it be in the classroom, the Sunday School, or in an extracurricular activity.”

If a public-school teacher does a public service to the community outside of the school or on that borderline where roost the High Y, the Boy Scouts, and the Community Chest, and does so because he

is compelled to do so, then let him be paid for doing that public service. If instead he does it out of a sense of obligation as a citizen, rather than as a teacher, his reward is the satisfaction in rendering a service.

Mr. Crafton continues, “When an individual assumes the role of teacher the sponsorship of extracurricular activities is as much a part of his job as is classroom teaching, and he is no more entitled to additional compensation for the extra work involved than he is when the principal changes his teaching assignment from four classes per day to five.” Within the span of the regular school day it is the right of the principal to assign to a teacher four or five or six classes, provided they fall within the regular school day. But should he assign instruction or extracurricular duties outside that school day, he has no right to expect compliance on the part of the teacher, unless it was so expressed in the contract. On no other form of contract is so much assumed on the part of the employer.

“But teachers are not entitled to . . . extra pay . . . for every little extra job which may be assigned them by their principal.” Mr. Crafton has begged the question by using the term “little, extra job,” when all through he has been discussing an appreciably heavy extracurricular load—and then he states, “All this is covered in the contract which the teacher signs.” Not in mine, brother. Mine says nothing about Sunday School, but I am teaching both Sunday morning and Wednesday evening.

However, the minute any public-school official insists that I do so on the basis that I am an employee of the public-school system, I shall challenge his authority openly. I deliver that which I am paid to deliver. I give that which I please.

E. W. Gillis, Prin.

Longfellow Junior High School
Fresno, Calif.

I TEACH—when I can FIND THE TIME

By
CLARENCE M. CONKLING

WHAT'S MORE, I love to teach (I tell myself). A warm glow diffuses my cardiac region when I realize I am filling young and receptive souls to overflowing with knowledge—souls that are eager, waiting, yearning, straining to their deepest depths for knowledge, truth, wisdom.

I teach well-planned, well-balanced lessons, partly because I have an abundance of time to prepare them. I employ a variety of study-activities which result in inspirational classes—even on the adolescent level. Every single day presents a golden opportunity to realize new heights, greater goals; each rushing hour witnesses an out-pouring of my personal inner growth, my effervescent, bubbling spirit. Yes, indeed, I derive immeasurable satisfaction from teaching—just teaching.

The day awakes at:

6:15. Old Alarm whangs me smack-dab out of a Luscious Lana dream. "Teach" can dream, can't he? Fire the furnace! Light the stove! Pipe the gorgeous morning (can't see the clouds for the fog). I sleepily decide to dress and start the day right. Pitch in enthusiastically and grade some long-overdue papers before singing out, "Get up, Sleepyheads!" to my flock.

8:15. Arrive at school. Brush off mere routine matters. Check supplies, room temperature, light, ventilation; review today's plans.

8:40. Walk my beat in the hall. Guard with eagle eye all public property from young animals who run a 440 through the halls, high-hurdle up and down stairs, practice cheer-leading, whistle at all the gals, target-practice with water pistols, slam

locker doors open, bang locker doors shut, wrestle, and ecstatically enjoy themselves as only they can—in a most natural, but noisy manner. I vainly try to keep their voices down to go decibels, to keep the favorite spots of congestion uncongested, to make these adorable hoodlums somehow conscious of the fact that warning bells and tardy bells are not rung just for fun, that they should behave as they know they should behave. Through all this I remain absolutely calm and cool and thank heaven when the final bell mercifully rings.

9:00. I scan excuses for tardies and absences . . . Just late . . . slept too long . . . alarm didn't go off . . . missed bus . . . had to go to Boston, Bangor, Buffalo, Bellingham on a one-day shopping spree with my parents.

Finally to Class! To Class!

11:00. My free period. I rush pell-mell to interview various merchants concerning part-time jobs for worthy students. I scam back to supervise lunch-hour in the cafeteria—that hilarious time when Patty and Pete insist on cutting in line—very unsporting—arguing with student cashiers over payment of their check, simulating basketball with sandwich rinds or juicy orange-halves, nonchalantly dropping banana peels on the floor—in general leaving the place in a rather unsightly and untidy mess, but nevertheless enjoying themselves as only they can—in a most natural and noisy manner. I pat myself on the back that it isn't as bad as it might be—my stern mien casts a wet blanket on much extracurricular activity.

12:00. Lunch is over! After a short time—

out I am again alert and ready for the afternoon's pleasures, eager in anticipation, come what may, completely restored. For fifteen minutes I once again help preserve our halls for posterity.

The P.M. proceeds without interruption, except that at

2:00. A fine program is presented by Colossal Assemblies, Inc. Costs each student a dime, but who wouldn't pay a measly dime to get out of Latin or shorthand? I post sentry-duty at an entrance door to waylay those intellectual giants whose chief ambition is to *cut* and roam through downtown streets whenever possible. (This gives school a bad, bad "name." Townspeople wonder "what kind of discipline we have—if any—with all the kids running hog-wild during school hours. It wasn't that way when I went to Old Central High. No, sir. They are just going to the dogs, I tell you. Ain't teaching nothin', neither.")

After playing watch-dog I am free to go to the assembly, where I warn the younger set to suppress their natural expressions of boredom; to refrain from whistling, hissing, stomping, or other forms of expressing either acclaim or approval (whichever way interpreted); to desist from raising any rumpus whatever—all of which is asking them *not* to enjoy themselves as only they can—in a most natural, but noisy manner. I shush. I look. I glare. I scowl. I hope it works.

2:45. Hi, ho! back to class. About the time we really get started:

3:00. Half the class gets up and walks out: (a) to attend a Student Council meeting; (b) to practice a spectacular marching stunt for tonight's game; (c) to have their picture taken for the *Howavyabin?*

I gather the remnants together. We go bravely on.

3:30. The Thundering Herd stampedes and abandons the building. The day's grind is over. We're all done. That's what you think. Not me. Detention tonight! Sins of the students visited upon the heads of the

teachers. Ordinarily this would drag on 'til 4:30, but:

4:00. A committee meets! We argue. We gossip. We gab. We eat. It's exciting, oh, so exciting and thrilling. A perfect pick-up after the day's dilemmas. When it's over we tell ourselves very seriously that even though we apparently accomplished little—if anything—much real good will come out of it (whatever "it" is). So we are satisfied and happy. It takes but little to satisfy us.

Thank heaven there is no TPA, no POE, no WSEA meeting tonight! No choir! No community odd-jobs to perform.

Yipe! The basket-ball game! So:

6:30. I'm right back at the old stand—reinforced with a bowl of bean-soup—selling tickets, seeing that the suckers pay through the nose and no slicker slips by.

During half-time I inadvertently swoop down on two Dead-End Kids embellishing the walls of the Boys' Powder Room. I suggest, in a nice way, of course, that they discontinue their pernicious practice. They sort of brag that they highly enjoy their

EDITOR'S NOTE

This is an hour-by-hour account of a day in Mr. Conkling's teaching life. He says that at least it is typical of some of the days he has managed to survive in the several high schools in which he has taught. At 8:40 in the morning we find him bravely breasting the raging mountain torrent of arriving students. Let's stick to that metaphor, and we can follow him through the day as he struggles against the roaring current of the student body—now swept under, now bobbing up and battling powerfully. Will he find time for any teaching? If so, when will he get home? Mr. Conkling teaches in Sedro Woolley, Wash., High School.

artistic activity, and have no immediate intention of stopping, and so what? They remain impervious to my "line" about "destroying their own property," "obeying rules," "the development of a proper respect for law and order (vested, at the moment, in me)." They laugh at my hints of possible sadistic results if they fail to heed a proper warning, kindly given. They reply quite naturally, with no inhibitions—and not in the parlor lingo. I, in turn, finally resort to a somewhat pointed demonstration of how much trouble I was trying to save them, punctuated with language they understand, although considered vulgar in polite society. Their "toughness" turns out to be a hollow shell. My point is won; I thus save face.

9:30. The game is over. But the day moves on. An informal dance is being thrown following the game to prove our everlasting friendship with our opponents, even though they whipped the pants off us. The hop is sponsored by the Junior Class. I sponsor the Junior Class. Soooo, I remain as a guarantee that everything will proceed smoothly, that the game won't be replayed without benefit of referees, that the building will not be torn foundation from roof, and that even though the mob enjoys itself as only it can—in a most natural, but noisy manner—no rough or uncouth stuff will creep in. I also encourage and admonish assorted bashful beaux to trip the light fantastic with the Little Darlings present, and console the Wall Flowers that if they get hep and work it right, things won't always be this way.

11:30. I hit the hay. Seven hours of snooze and climb on the Merry-Go-Round for another ride. It's been a big day. Not unusual. Tired? Yes—but happy in the thought that

I have struggled my intense utmost to be an outstanding teacher this day, to inspire my classes with usable knowledge; that I have presented the material with a precision, a snap, a bang.

I congratulate myself that I have been too busy to indulge in frowned-upon, unprofessional frivolities like squandering surplus income at the roller-skating rink, throwing away 39¢ in a penny-ante Flinch game, or wandering into one of those simply awful bright-light night spots that dispense malts and Seven-Up. Above all I have impressed the young hopefuls with whom I have come in contact that Our Freedoms are fundamental—that any person, regardless of age, color, or station, can go where he pleases at will, and do as he pleases (as long as he meets with the approval of his peers).

Don't get me wrong. Don't think I'm complaining. I like it. I wouldn't have it any other way. But Mama never told me Life would be like this! Neither did any Education Professor.

Education 112a didn't prepare me for even *one* of these multifarious by-products of public-school life. The pace is killing. It wears me down. It wears me out, living through the natural "confusion" manufactured by these kids enjoying themselves as only they can—in a most natural, but noisy manner. Boy, Oh, boy, don't I wish I had one-tenth the energy, the pep, the enthusiasm they put out in living their wholesome, natural, noisy way!

Paper-grader! door-man! supply-clerk! judge! social arbiter! restaurateur! committeeman! truant-officer! sentry! ticket scalper! traffic-cop! employment agent! Hot Dog, do I like to teach!



The demand for "religious instruction" is a demand for a return to the principle of authoritarianism, however this may be glossed over. It calls for the acceptance of an as yet unspecified set of specific beliefs, not because these beliefs are amenable to ordinary forms of testing, but because they belong to our tradition and are alleged to be essential to moral and spiritual values.—B. H. BODE in *School and Society*.

BUY, DON'T RENT

(Says Distributor of Films)

By
B. A. AUGHINBAUGH

THERE IS A nursery jingle which tells of nine little Indians swinging on a gate—one fell off and then there were eight, and so on. The Ohio Slide and Film Exchange has had a like experience, only in reverse. First there were no "little Indians" swinging on its gate but now not only the gate, but the fence, the yard, and the roof of the house itself are overrun with "little Indians."

Back in 1915—thirty-three years ago—a motion picture projector (35mm. silent, chain-drive, arc light, and costing \$110) was surreptitiously slipped into a rural school in Champaign County. One night the sponsors timidly offered to the public, as entertainment, Marguerite Clark in *Snow White*. It was a five-reel, silent picture renting for \$5, and the gate that night was \$7.50.

That probably was the "first little Indian" to swing on the "gate." Those were the days when picture producers put a card marked "salt" in front of a salt shaker to inform the spectators that the actors were not shaking pepper from it.

This "one little Indian" soon had a competitor in a neighboring town and two years later there were ten little Indians swinging on this gate. They formed an association and went to gate-swinging with such earnestness that the State Department of Education was attracted by their activity.

So here we are today with the Ohio Slide and Film Exchange, said to be the world's largest, serving without cost practically every public, parochial, and private school

in the state from levels one through fifteen. But while the growth has not been static the funds have and so each of the little Indians swinging on the gate has been doomed to an ever and ever shorter "swing" (less and less service).

This situation has its merits as well as its sorrows. The purpose of the Exchange never was to serve all the material which all Ohio schools could use. Such a goal would have been as preposterous as would have been an arrangement whereby the State Library (books) would supply all the schools with all the textbooks they required. The Exchange is today shipping over 800 motion pictures daily, and that is more than all the ten major theatrical exchanges in Ohio ship a week.

The Ohio Exchange was and is intended only to be a "pump primer." This service allowed the schools to purchase their projectors and, while clearing this debt, to have for free use a reasonable number of truly

EDITOR'S NOTE

Mr. Aughinbaugh is a pioneer in visual education. His experience in this field goes back to 1915. As director of the Ohio Slide and Film Exchange, he distributes hundreds of films a day to the schools of the State. He believes that schools should work toward the purchase of the films they use, rather than depend upon rentals. Herewith he gives his reasons.

educational pictures. Thus the school teachers were able to go through the experimental stage of this project without costly losses or preventable financial outlays in rentals. It was, is, and always will be our belief that local school systems, local schools, and eventually classrooms will be equipped with the slides and motion pictures necessary to their educational needs.

It would be well, in view of the ever-increasing demands, for city, county, and exempted village systems to give serious consideration to the forming of their own collections of educational motion pictures. This must be done "eventually, so why not now?"

This part of the general plan has more than begun to take root. All the major cities in Ohio have now established exchanges of their own and soon the entire 113 of city size will have made this step. The same development is now rapidly taking hold in the exempted villages of the State, and a few county systems have made definite movements in this direction. Best of all, every one of the State's 52 colleges and universities is beginning to buy motion pictures and slides for its own campus needs. The parochial and private schools have not been

left out of this development—they too are in the ring and very actively at work.

It is hoped that in time the Ohio Slide and Film Exchange may devote its efforts to supplying those less-called-for pictures—pictures which are only required for useful work for very limited periods. To this end the State Exchange issues a list of the 50 most-used motion pictures during the current year, and it suggests that schools purchasing pictures buy from this list, since in so doing they will remove themselves from competition with other schools for bookings on these pictures. They will also release their quotas for obtaining pictures of a less competitive nature.

So it is that what may seem a disaster may turn out to be a blessing. There can be no question but that the pictures to be used should be on the teacher's desk precisely when he most needs them, but that time will never come until we begin by accepting what we can get when we can get it, even though it means considerable improvising to make it fit. This is just as true with the educational motion picture as it has been with every new device that has been introduced to the world—from the roiling wheel to television.



One-World History

Nowhere in his high-school course is it probable that the average pupil in the State of Washington will be *required* to study the history of Europe or Asia. Unless he goes to college his study of our European background has probably ended with the eighth grade. World history is commonly offered in our high schools, but it is not as a general thing required for graduation. As likely as not it is a waif in the curriculum, which has to be handled by someone not well qualified by preparation of interest to teach it. . . .

How are we to appreciate the viewpoint of the Russians today without a knowledge of the Czars and serfdom; how to understand Europe without some information about the Church, the Middle Ages and Feudalism, the Renaissance, the Reformation, the Industrial Revolution, Imperialism and

the First World War? The confinement of our history requirement to America is part and parcel of isolationism!

We cannot assume that a European or world history requirement would necessarily improve the understanding of our young people when they go abroad. But it would be a step in the right direction. Some of all those who passed through the history classroom would have their outlook altered. Most of them would retain enough scraps of information about foreign lands that they would have something for experience to build on. This would be better than the present deplorable organization by which a child may pass through twelve grades of common schooling without ever being required to study the history of the rest of this one world.—CONNER REED in *Washington Education Journal*.

"POP" Means Pierce's Pupil OPINION POLL

By
HUMPHREY C. JACKSON

THE UNIT about to be studied was on Elementary Statistics. Pupils in charge of the bulletin board had already arranged an attractive display in the classroom, the featured article of which was a story about Dr. Gallup's method of predicting public opinion.

In the introduction to this unit the author told about random sampling and the use of such data to predict public opinion on any particular question of current interest, such as popularity of candidates for the presidency. Pupils were urged to acquaint themselves with the article on the bulletin board so that they might participate in a discussion on this topic more intelligently.

Members of the Activity Planning Board of the Higher Arithmetic classes met at noon the following day. This group was made up of two representatives from each of the ninth-grade Higher Arithmetic classes, elected by the members of their class to meet with the teacher in order to plan activities which might aid in making various topics more meaningful.

The Planning Board decided to initiate a Pupil Opinion Poll in order to predict the results of the student government election which was soon to take place. After considering many ideas they reported to their respective classes, led the discussion, and appointed a secretary to take notes of suggestions. A day or so later the Planning Board held another meeting and compiled the results of these class discussions.

The suggestion that "Pupil Opinion Poll" be abbreviated to "POP" was accepted by the Planning Board immediately. A com-

mittee was appointed to plan publicity and advertising displays in order to acquaint the school with the purpose of "POP." It was decided that this committee should be responsible for making posters to be used throughout the school. It was thought advisable first to arouse pupil curiosity and later to follow this with public-address system announcements and more information through displays in the corridor showcases. Committees were to be formed in the classrooms and were to arrange to secure materials and plan the time for carrying out their work.

The suggestion that we use Inquiring Reporters also met with approval. It was pointed out that it would be possible to secure pupil opinions before school in the morning and during the lunch hour.

It was felt that each of the three Higher Arithmetic classes should assume a share of the work. For instance, one class could be responsible for securing the opinions from the seventh grade pupils, another for the eighth grade, and the third for the ninth grade. Each committee should have members from all the Higher Arithmetic classes.

One of the problems which needed to be solved was, how many pupils should be polled for their opinions? The school enrollment was approximately 700 pupils, so if 100 pupils were polled it would represent one out of seven. Furthermore, the number 100 might be useful when working out percentages later on. So after many points of view were expressed it was decided to secure 100 pupil opinions.

A decision needed to be made as to how many pupils should represent the seventh

EDITOR'S NOTE

Occasionally the students in Mr. Jackson's ninth-grade mathematics classes take a Pupil Opinion Poll, using the Gallup method of cross-section sampling. In the project explained here, the students successfully predicted the winning candidates in the school's student-government election. Mr. Jackson is a mathematics teacher and counselor in Pierce Junior High School, Grosse Pointe, Mich.

grade, how many the eighth grade, and how many the ninth grade. A committee was appointed to secure the enrollment figures from the attendance clerk and to find out what per cent of the total school enrollment each class represented.

With these suggestions the Planning Board representatives returned to their respective classes, and committees were appointed to carry out the various suggestions. Pupils were asked to indicate which committees they would prefer to work with and their preferences respected insofar as possible. Some pupils found it necessary to help on a committee which was their second choice. Other pupils volunteered to work on more than one committee. Every pupil was given some task to do. And so the real work began.

Since publicity was necessary to start the action, the committee in charge asked for ideas for posters. Some of the clever suggestions were—"POP Predicts," "You Can Help POP," "Vote for POP," "Don't be Mum with POP," "Help POP," "Revive POP," and "POP Comes Back." These were attractively lettered and painted with poster paint on construction paper size 12 by 18 inches. There were other posters with illustrations such as a picture of a "POP" gun shooting, a picture of a kernel of corn popping, etc.

In a day or so the school was covered with these posters. Everywhere you looked you could see one or more posters. Naturally all the pupils began to ask questions and there was a great deal of speculation about what it all meant.

It should be pointed out that the classes continued with the regular *classignments* (coined in our class). That is, we devoted one or two days a week for about two weeks in order to prepare for "POP." Much of the work was done during the noon hour or after school.

By the time interest had been aroused by the publicity committee, the other committees began to complete their work. The group assigned to obtain enrollment figures had computed the percentages for each half grade. (Their work was verified in class by each member of the class.) It was found that the 7B enrollment represented 15% of the total school enrollment, the 7A's represented 21%, the 8B's 10%, 8A's 21%, 9B's 10% and the 9A's 22%. There was an unclassified group which comprised 1%. The total added to 100%. It was discovered that these per cents did not always come out in even whole numbers, so the committee explained that it became necessary to round off these figures to the nearest whole per cent.

Since they had decided to obtain 100 votes, these percentages could be interpreted as representing the actual number of votes required for the poll.

Assignments of Inquiring Reporters were made. The committee assigned to prepare sample ballots had completed its work and the Inquiring Reporters were ready to go to work.

Now was the time to present the public-address announcements. The committee which had been in charge of this assignment held tryouts after school to discover the best speaking voices. The competitive spirit and the desire of many pupils for participation in this part of the work resulted in much fun and interest.

The skits and advertising of the project over the P. A. were presented so that everyone would be informed about "POP." Displays were placed in the corridor display cases to help remind pupils that the poll was now being taken. Inquiring Reporters stated that everyone was eager to cooperate. They had no difficulty in securing the necessary votes. Stress was placed upon the fact that those polled should be sure to vote as they intended to vote on the final elections.

Results of the opinion poll were not released until the election polls were closed on the final day of voting, so that voters would not be influenced. However, the moment the polls closed our committee, which had prepared a large scroll with the forecast of the winning candidates, rushed down and posted it on the bulletin board in the main corridor on the first floor. A large crowd of pupils had remained to learn the results of the election before the actual votes had been counted in the real election.

In the student government election, two opposing candidates were running for each of the four offices—president, vice-president, secretary, and treasurer. The opinion poll, taken a week before the election, correctly predicted the four winning candidates. The "POP" forecast was a vote of 58% for the successful candidate for president, and 42% for the loser. The actual school vote was 65% for the winner, 35% for the loser. The "POP" error was 7%. "POP" predictions

on the voting for vice-president and for treasurer showed an error of 6% in each case. On the voting for secretary "POP" had an error of 12%. It may be that the campaign assembly speeches of the candidates for secretary, made after the poll, influenced a change in voting sentiment.

The pupils of the ninth-grade Higher Arithmetic classes were definitely convinced of the scientific accuracy of Dr. Gallup's method of predicting public opinion. The whole school was informed of the success of the undertaking. It was felt that these pupils will be able to read surveys conducted by this method which are printed in newspapers and magazines with more interest and be able to interpret the data more intelligently.

Before closing the discussion of this topic it was pointed out that a number of businesses have developed as a result of the scientific application of the sampling method of predicting opinions.

Pupils were also made aware of the need to use arithmetic in carrying out a poll of this kind, both in working out the computation necessary to arrive at correct number values and also in order to interpret correctly the results of such a study.

We find that Pupil Opinion Polls are very popular with our pupils. Each new class to enroll in Higher Arithmetic asks whether it can participate in such a poll. We have used this method three or four times in the past five years at Pierce Junior High School.



We're Fashionable, Anyway

By EFFA E. PRESTON

The bonus we asked was refused,
Our feeling of poverty's stronger;
But we teachers all have the New Look:
We're wearing our faces longer.

USEFUL PROJECTS that Aren't Literary

By
EVA A. MOORE

AS PART of the semester course in American literature which I teach to third-year high-school students, those who wish to earn a semester grade of B or better are required to initiate one project. The project may be anything they think would be useful to them—and it need not concern literature or English. The reason for this requirement is the teacher's belief that Americans must have leaders who know what they think valuable, who can plan how to get it, and who can carry through their plan.

That such a requirement is wise, is shown by the number of academically successful students who "do not know what the teacher wants" or who forget the requirement till after the deadline is past, or who would rather get a C than take on the responsibility of planning for themselves.

There are no limitations on what students may think valuable to themselves. The projects do not even need to be successful, for in life one sometimes plans as well as he can and works as well as he can, and still is not successful.

The project requirement has been very valuable to me. I have discovered that boys and girls have interests and abilities of which I was only dimly aware. I have seen electric motors made of all sorts of odds and ends. Some of them worked; one this semester was a dismal failure. Bill was envious of successful inventors, but at the close of the semester still stubbornly determined to make an engine that would work.

Phillip rigged up a contraption for photographing light to show the colors of which it is composed. I had no idea what it was

all about, but the science teacher came to my aid. Neil re-finished a model sailboat. Half of the boys and girls who came to my classes that day examined it, and wanted to know who had done the intricate rigging job. Ken and Don each bought a model T Ford, and put it in running, or hopping, order.

But not all projects are mechanical. Laura made a set of pictures that illustrated symbolically the ideas of stories we had discussed in class. Alan gave to his class copies of a story he and his sister had written. Then he asked for an hour in which to lead discussion of the problems of the people in the story. Eighteen of the twenty-eight members of the class participated for a total of thirty-five comments.

The use of such projects has made me increasingly aware of the variety of interests in the lives of the children I am teaching. Such variety of interest should be reflected in the opportunities offered by school training—or we shall find schools and life yoked together but pulling in opposite directions.

What sort of response should we expect to ten weeks of lyric poetry—or even five straight days of it—from boys or girls whose whole interest is negative and positive poles? Nor should teachers whose whole interest is in literature and the allied arts have much to say about the seemingly narrow interests of the otherwise minded.

Perhaps we are not aware of how interwoven science and literature are. That idea hit me with a jolt in the middle of a project. Douglas on his contract had asked for an hour to show his snakes and demonstrate forced feeding. I patted my courage on the

back and agreed, though I do not like reptiles. I neither knew what snakes ate nor how the forced feeding was to be done. I expected that some of the girls in the class might faint at being neighbors to a box of snakes, and I planned that anyone who wished might leave the room for the time the report was being given. I did not foresee that I would be the only one who would want to leave, even when grubs were sort of shirred down the smaller snake's gullet and larger snakes gulped live frogs that went on peeping even after they had disappeared.

I had read "nature red of tooth and claw," but I had idealized into an abstraction that realistic routine of life. Even when the parallel occurred to me during Doug's demonstration, I could not use it, for the destructiveness of nature was not correlated into my philosophy of living. I took to my ivory tower of pleasant living and gave thanks when the bell ushered out the snakes.

I might have built a higher story on that white pillar of mine by encouraging myself to believe that science belongs in the laboratory, not in the English classroom; but the facts deny the wish. Of the thirty-three interested observers of the snake diet, only seven had had biology. The laboratory had never had an opportunity at most of the students.

The interest of that group led me to the discovery that boys and girls have interests of which neither they nor I have been aware. Intelligence—particularly intelligence of response—is much more a matter of being interested than we have supposed.

Dan and David are twins. Dave was sent

EDITOR'S NOTE

Miss Moore has a plan that puts the more academically-minded students in jeopardy of losing the high grades they usually would make in her American literature classes. Students who wish to make an above-average grade in the course must originate and undertake some practical project which they think would be useful to themselves. Miss Moore tells about her reasons for the requirement, and the results she gets. She teaches in Royal Oak, Mich., High School.

to the University of Chicago's experimental school at the end of his second year in high school. His parents felt that his intelligence was so unusual that he "needed an accelerated group." He did test high, higher than Dan. Dan did not do as well in mathematics as his lower, but above-average, intelligence warranted. But—Dan can make engines out of odds and ends. He can make the family's vacuum cleaner motor work while Dave, the genius, looks on quite helplessly.

Dan sees no connection between quadratic equations and motors and so doesn't bother to learn quadratic formulae. Dave sees no connection between mechanics and the intelligentsia and so he doesn't bother to make motors work.

Unfortunately the world thinks it rates abstract knowledge above practical skill. A wiser world would know that the two are Siamese twins.

♦ *They Visited*

There was . . . a high-school department in which the rapport between chairman and teachers was unusual. The latter often invited the chairman to visit them, and the teachers intervisited constantly. Classrooms were always open—except on drafty days. Teachers and chairman frequently differed on the evaluation of lessons, on the merits of various techniques, and on the courses of study; yet there was a climate which nourished good teaching in the fullest sense of that word.—ALBERT H. SAYER in *High Points*.

INFRACTION SLIP: 1948 MODEL

By
DWIGHT S. DAVIS

A YEAR AGO, we told CLEARING HOUSE readers about a planned pattern for handling offenders. Letters from readers in sixteen states (only one of these was from our New England!) convinced us that even the best of schools still have "problem pupils." Maybe this is because so many schools have "problem teachers." Indeed, I was surprised at the uniform kindness of the letters I received. At least one of them should have read something like this:

Your article ("Discipline: Planned Pattern for Handling Offenders") neglected completely to get at the root of disciplinary problems. In a school, all of whose learning activities are based on the assumption that learning is an active process, there would be no discipline problems. You must know, Mr. Davis, that the principal cause of misbehavior is boredom—sheer, unadulterated boredom—caused by: (1) the silly custom of lecturing, (2) irrelevance of subject matter to life situations, (3) poorly planned classes, (4) garrulous teachers and, alas! (5) painfully earnest but dull teachers.

Good supervision can help some, but we must do what we can to alleviate present

problems while awaiting Utopia. Our new infraction slip, devised by a faculty-student committee, looks like this:

No. _____ Date _____
Name _____ H. R. _____
This infraction slip has been issued for the reason(s) checked below.
_____ Forgery
_____ Smoking
_____ Deliberate Disobedience
_____ A W O L
_____ Off Bounds
_____ Abusive or Offensive Language
_____ Cheating in Tests
_____ Any other offense which in the considered judgment of the school authorities is harmful to the best interests of the school.

Teacher _____

The old policy whereby an offender was brought before a faculty discipline board after issuance of the third infraction slip and suspended after the fifth has been changed. Now a pupil begins afresh in September. Even if he received, say, three infraction slips the preceding year, his first slip in the new school year is marked "No. 1." Should he receive a second slip, he is summoned before a discipline board made up of the teachers who made out the infraction slips, the homeroom teacher, a guidance counselor, or the principal, assistant principal, or dean of girls.

The homeroom teacher, if not one of the slip-issuers, generally acts as a sort of attorney for-the-defense, otherwise the guidance counselor can be depended upon to lend a helping hand. The parents, of course, are notified of this meeting by telephone, if possible, and by letter. A personal conference is always suggested.

A pupil receiving a third infraction slip

EDITOR'S NOTE

Since Mr. Davis contributed "Discipline: Planned Pattern for Handling Offenders" to the January 1947 issue of THE CLEARING HOUSE, Leominster, Mass., Senior High School has made some changes in its plan. A new infraction slip has been worked out by a faculty-student committee—and the period of grace for repeating offenders has been cut from five slips to three. Mr. Davis, who tells about the new system, is principal of the school.

is suspended from school. He must visit the Superintendent of Schools before he goes home on suspension. The one exception to this three-slips-and-out policy is smoking on school premises. This is an automatic suspension offense.

Since this plan has been in effect, the principal's office has become what it should be, not a mourners'-bench-waiting-room, but a pleasant business office. The principal is less a chief-of-police and more of a counselor than he used to be in the days of, "You-go-right-to-the-office-young-man!" The teachers

are seen by the pupils in the role of official counselors instead of quick-tempered cross-patches "who send a guy to the office at the drop of a hat."

The discipline board seeks causes for misbehavior, smooths out personality clashes and suggests ways of improving teacher-pupil relationships. It never penalizes. We have never had a pupil before a board who didn't thank the board for his hearing. "Come, let us reason together," has resulted in improving morale in Leominster High School.



* * TRICKS of the TRADE * *

By TED GORDON

ARTICULATION—One of education's greatest failings is its lack of articulation—the home with the school, one school level with another, one class with another, etc. You can do your bit by spending a tag-end of class time in asking questions or stimulating discussion on what students remember about their previous schools, classes, subjects, and grades. Make a sincere attempt to integrate the information for, believe it or not, the public schools are one place where we teach everything but about the public schools!



EDITOR'S NOTE: *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Calif.*

SYLLABUS—In setting up a syllabus for class use, seek to make it indefinitely useful by leaving space for "Current References," "Additional Data," "This Year's Developments," "Notes," etc.

RENEWING RUBBER STAMPS—If the face of a rubber stamp becomes hard or glazed, reports *Popular Mechanics Shop Notes* for 1946, roughen it slightly with fine sandpaper and it will print almost as well as a new one.

SUPPLY HOLDER—A couple of those wooden or metal compartmentalized knife-fork-spoon holders will fit just neatly into your center desk drawer and provide a ready made set of places for pencils, pens, erasers, chalk, etc.

TESTING TESTS—Both students and teachers can gain from this. Occasionally have a written assignment—especially a review—in the form of potential questions for an examination. Used either for a quiz contest or in the actual examination, the questions are likely to be stimulating to students and teacher alike.

JUNIOR High School

*Why teachers long to
escape to senior high*

PSYCHOSIS

By AARON GOFF

AFTER SPENDING ten rather exciting and stimulating years in a junior high school, I am now able to use the perspective of my present detachment to sum up many of that institution's subtle psychological inadequacies for its teachers.

I was fortunate in working with a friendly, energetic faculty, under a dynamic and forward-looking administration which did its best to overcome the handicap. Teachers in other junior high schools may not have been as fortunate, for the reasons stated hereafter.

The solution to the drawbacks of the junior high school may lie in retrogression to the 8-4 plan, or it may be found in improvements within the 6-3-3 framework. The junior-high-school movement is still virile. It is worth saving. But there is need for fundamental changes in preparation and supervision.

It has taken the perspective of a full year's separation for me to be able to crystallize my feelings of evaluation and of relief at having been promoted from a junior to a senior high school. While the duration of my experience in a junior high school was a pleasurable one on the whole, there were so many dissatisfactions that it was impossible for me to have any complete peace of mind. I must admit that I finally obtained a "promotion" by continuous application and by qualifying in a field which would guarantee me a senior-high-school position.

Perhaps the most basic fault of the junior high lies in an educational system, national in scope, which has widely adopted a 6-3-3 plan on an administrative basis without

adequate insight into the personnel problem.

To the best of my knowledge, junior-high teachers are either elementary-school people who were impressed for the innovation or attracted by higher salaries, and happened to have the necessary degree to qualify, or just plain frustrated, would-be high-school teachers. I numbered myself among the latter and I believe that most of the younger teachers are in this category. I have yet to meet any person who specialized in junior-high-school teaching, or who ever had any ambitions to teach in such a place. Teachers' colleges prepare for elementary-school and secondary-school teaching. The middle school takes the unhappy precipitate of the latter and the more ambitious (in a sense) essence of the former.

It has been a pretty opportunistic-catch-as-catch-can state of affairs in the matter of finding teachers for the lower secondary school. Such a condition can lead only to one result—a combination of transience, frustration, and often, ineptitude. I believe in the validity of the junior-high-school philosophy of exploration, orientation, experimentation, activity and emphasis on social development, but I do not believe it can be implemented by the teachers and the organizational framework now employed in those schools. The former elementary-school teachers are too thoroughly ingrained with their former methods, while the would-be senior-high teachers are too subject-matter conscious.

On top of it all there is the constant nagging of the senior highs that the junior-high products are not properly prepared.

While such criticism has no philosophical basis in the light of progressive educational objectives, it makes the lower-school situation all the more uncomfortable.

We have, then, a picture of activity-minded teachers trying to be subject-matter specialists with a watered-down course of study, while subject-matter specialists are trying to achieve broad socialized objectives through content, all the while they are being sniped at from very lofty heights by the senior-high people who miss no occasion to stress their own superiority in position and accomplishment. This snobbery of the upper-school faculties has added no little bit to the unhappiness of their less fortunate colleagues.

Let me add here that the selection of administrators for junior high schools too often follows the same patterns as the selection of teachers. Most of these principals are taken directly from the elementary or the senior high schools with the same consequent confusion of ideology which permeates their faculties. If the junior high school is to survive as a separate educational institution, it must have a specially prepared staff, perhaps with specialized organization or opportunities for indoctrination.

So, many of the troubles are those of lack of direction and faith, of confusion and of frustration.

Those of us who remained for any length of time had a rationalized viewpoint. This teaching of the 12-14 year age group was a most important pedagogical problem. These were the formative years of youth when the conditioning of emotional control had to be accomplished with a minimum of inhibition and coercion. Subject matter was secondary to social growth, but all activities must be guided within carefully delimited boundaries of a course of study and a minimum of good behavior. There was flexibility of learning and teaching—up to a point. The important thing was to be able to show some accomplishment which could be compared with that

of a senior high school, while at the same time to be able to point to the youth of our student body.

Life was liveable despite the undercurrent of unease which permeated the minds of the faculty. Everybody tried to put on a good front, did an aggressive job despite many obstacles, and was very loath to admit unhappiness. The latter became apparent only on the rare occasions when some inept young teacher was such a poor disciplinarian that she or he was let go—to reappear soon in the senior high school!

In retrospect, let me reiterate my belief in the junior high school. Let me emphasize my belief in at least equal salary for junior and senior high school teachers who are equally qualified. Let me assure the snobbish high school teacher that the fellow on the lower level has an equally important and far more difficult job to do. Finally, let me confess that I'm glad to be teaching subject matter to senior-high-school students. But I have more than one qualm of conscience when I think of my less fortunate friends who are still struggling with the emotional eruptions of the pre-adolescent—and who must still labor under the psychological onus of frustration, and enforced but false inferiority.

EDITOR'S NOTE

For ten years Mr. Goff taught on the junior-high-school level. As a senior-high-school teacher for the past year, he has pondered the matter, and he has decided that the junior-high-school movement is a good idea which has been allowed to get into a psychotic state. He pictures its teachers as leading insecure, confused, frustrated professional lives, and offers his explanation of what is wrong. The author teaches in Central Commercial and Technical High School, Newark, N.J.

WHY NOT?

39 Suggestions About School Procedures

By MARY BEERY

OFTEN an individual one step removed from a position is able to observe more readily its shortcomings, failings, and inconsistencies than the person who is in the position itself. So it is in the school business. Administrators, for instance, have a better overall picture of their teaching staffs and of the accomplishments and failures within their school systems than do the individual faculty members; likewise, the teaching staff is capable of developing an "underall" conception of what goes on above.

The vantage point held by the faculty members in their relation to the work of administrators is usually at the root of the criticisms—often constructive, occasionally destructive—that have been known to arise when teachers get together. "Now, if I were running things, I'd do so-and-so," is the usual start of what is to follow.

Such give-and-take is good. It lessens the possibility of stagnancy within a school system and within the educational system as a whole; it promotes healthy growth when given and taken in the right spirit.

Naturally, problems differ in different systems; the solutions for the problems in common also differ. The point is: Are the problems handled well, indifferently, or not at all? Are they recognized and solved, noticed but shelved, or "unwept, unhonored, and unsung"?

Having met and talked with many teachers throughout the country, I realize that many problems go unchallenged. There is, apparently, a need for less theory and more down-to-earth improvement in practices. Complacencies must be disturbed if actualities are to be accomplished. In my own

school many of the suggestions which I am about to offer are already in force—a few are not, but I believe all of them to be at least worthy of the consideration of administrators everywhere. Because the administrators with whom I have associated have all been fair and square in their dealings, I do not hesitate to ask the following questions.

Why not encourage good work by promoting within the system whenever feasible? Too often outsiders are imported for the better jobs; nevertheless, promotions should be determined by ability and accomplishment—not by seniority alone.

Why not have spring proms scheduled at least ten days distant from Easter, Mother's Day, or Memorial Day, so that pupils buying corsages need not pay the forty per cent price increase prevalent at those times?

Why not encourage the use of a larger variety of students in school programs? Too often the same individuals are used over and over, perhaps to their own advantage—but certainly to the detriment of the majority, who thus become only onlookers.

Why not have silencers—rubber caps or gliders—put on all library, laboratory, and other loose chairs, to eliminate the disturbance caused by chair-scraping?

Why not see that teacher assignments are in keeping with a teacher's interests? Being a teacher does not necessarily imply an interest in all the subjects in which he meets state requirements.

Why not have left-armed chairs for left-handed pupils? Approximately fifteen per cent of our pupils are left-handed.

Why not eliminate the practice of thrusting upon a teacher "for life" any extracurricular activity which he does well? Unless, of course, he wants it that way.

Why not take a lesson from the paths beaten across snow-concealed lawns? Additional sidewalks there would certainly be more sightly than moth-eaten lawns.

Why not have a master schedule that will permit teachers to do most, if not all, of their teaching in one classroom? Being responsible for the condition of the room, having materials available when needed, having the opportunity to better organize one's work, not having blackboard material disrupted or space limited by others, being able to use the bulletin board to best advantage—these benefits gained make for more efficient teaching.

Why not avoid assigning a pupil to two or three consecutive study-hall periods?

Why not introduce teacher-pupil conference periods during school hours so that pupil guidance can be better directed toward the individual?

Why not ease the Friday afternoon situation by dismissing school early at times?

Why not realize that the faculty member who appears at school fifteen minutes ahead of schedule is not necessarily at work any sooner than the one who arrives on time? The non-early bird is often the one to put in an extra hour of work at the close of school.

Why not encourage a spirit of sociability among teachers by having at least weekly faculty teas immediately following afternoon classes?

Why not make leaves of absence available for those who want to travel, study, or otherwise broaden their mental outlooks? One year off—every seven to ten years (with half pay)—for those who want to engage in constructive activities would certainly stimulate the teaching profession.

Why not select commencement invitations that are worthy of an educational institution? Then, offer for the seniors' selec-

tion only those name cards that are correct—in size, style, lettering.

Why not discourage teacher tattlers as much as teachers should discourage pupil tattlers? Consider teachers' criticisms of one another like this: Are they constructive or destructive? Based on facts or personalities? Objective or subjective?

Why not insist that all outmoded textbooks and other accumulative teaching-materials-no-longer-being-used be done away with? Surely such space-users do not indicate an alert attitude toward better teaching methods.

Why not use attractive outside rooms for teachers' lounges, not the usual afterthoughts of rooms where papers must be graded by artificial light (often not up to acceptable lighting standards) when the sun is shining outside?

Why not have sufficient toilet facilities for the faculty?

Why not have school clubs meet during regular classroom periods?

Why not have a faculty exercise room available at school and a faculty sports program planned for after-school hours?

EDITOR'S NOTE

Miss Beery feels that teachers are in a position to make many valuable suggestions to administrators about improvements, large and small, in school procedures. In this article she offers more than three dozen such suggestions—to administrators in other schools, since most of these ideas are already in force in her own school. As Miss Beery says, solutions to the problems involved must differ in different systems. So readers may feel free to sniff at any of the suggestions they don't like, and to accept any that seem useful to them. The author teaches in South High School, Lima, Ohio.

Why not have files and cabinets for the regular classroom teacher who needs them as well as for instructors of special subjects?

Why not have the school-building authorities be responsible for the pencil sharpeners and their working efficiency?

Why not avoid overworking those who have the ability to do well a variety of things? Too often a capable person has to rebel in self-defense; some of the others could do just as much if they would.

Why not have ample parking facilities for faculty cars?

Why not listen to the ideas presented by the newcomers in the teaching profession? Their enthusiasm and their younger approach may offer the healthy, up-to-date slant upon school problems that we need.

Why not have a school club sponsor a campaign for more attractive schoolrooms? Plants in the halls and classrooms add a cheerful note, a real asset in any school.

Why not discourage monopolization (for any length of time) of all after-school periods for any one activity or by any one teacher?

Why not have a color authority consulted when classroom walls undergo paint modernization? Inexpert selection of tints can produce rather ghastly results.

Why not have a school cafeteria in operation? Otherwise, have the lunch hour long enough for warm lunches to be eaten

elsewhere without any undue rushing.

Why not instruct the engineers to have all classrooms as warm for the start of school on winter Mondays as on other winter mornings?

Why not omit the administrators' salaries when releasing to the public the average pay for teachers in your school system?

Why not give additional pay for regular classroom work that is unusually well done? Too often the additional pay goes for the special type of work that reaches the attention of the public. The best regular teachers usually spend as much time, money, and energy on their work and training as do the top-notch special teachers.

Why not refuse to discuss one teacher with another unless there is a good reason for doing so?

Why not avoid contradicting a teacher before knowing the real facts of the matter-at-hand?

Why not request proof that a more highly paid position has been offered a teacher before raising his salary in order to retain his services?

Why not encourage a feeling of friendliness, enthusiasm, and well-being among the members of the faculty?

Why not approach these suggestions in the spirit in which they are being offered—impersonally, sympathetically, and with good intentions? WHY NOT?



Activities

By C. W. CALLAHAN

I doubt that I shall ever see
A program really worth a "3."

A program with no strings attached
To suit the town's "aristocrats."

A program planned and well advanced,
With not all stress on moleskin pants;

With backing equal for them each—
Debate, and drama, choral-speech;

With equal rights and equal pay
For "profs" who spend their time this way.

The plans in vogue cause chaps like me
To pray for one that's worth a "3."

THE FAMILY UNIT:

Emotional Guidance in Sociology

By

ELIZABETH J. HATCH

STATISTICS state that but two per cent of our high schools have so far pioneered in the field of sex and family relationships. In our community two approaches, adopted since 1940, have aroused interest in developing in the primary group—the family—a group atmosphere conducive to a minimum of frustration and a maximum of fulfillment.

The first approach is made through a series of four talks, followed by discussions called "Adventures in Understanding," for parents of the present generation of students. The first lecture is inspirational—a warmth of feeling is fostered and the importance of a point of view, perspective, and a few simple principles for parents are emphasized. Parents see themselves as sculptors in living material—their children as their guests for eighteen years—their goal to be able to say as they turn out their progeny to meet and to contribute to the world at eighteen, "That is my job, I have done the best I knew," their only reward being having done it.

Parenthood is presented as only one phase in one's experience, but it is shown that when this "job" is well done one's own life is deeply enriched and one is left with a pyramid of things left to be done for which one is thereby qualified. Perspective is emphasized—with a glimpse of astronomy and the guiding force of purposive behavior throughout man's life on the planet. Simple principles, such as no ego-satisfactions on the part of the parent (who shouldn't be a door mat, either), are accented. The necessity of teaching the child to make choices, that is, the art of compromise—we give up something we want a little less for some-

thing we want a little more—is also explained. The thesis that it is robbery to deny a child suffering when it is for his growth and that the capacity to give must be established within before one can adequately receive, is propounded.

The second lecture is concerned with the simple, basic teachings of psychology as applied to parents in their relationships to each other and to their children. Stress is put upon the "participation mystique" which the child experiences in his home. The third and fourth talks center around the basic attitudes or techniques for dealing with both younger and older children.

The fundamental aim of all the talks is to give parents a sense of security in their task of parenthood, a sine qua non of beneficial family contribution to the making of mature citizens.

The second approach is made through a series of discussion groups composed of the present generation—members of a sociology class of juniors and seniors. The point is made that one is not telling them anything (of course they know all), but that together with them one can perhaps plan so that their children will be able to escape some of the problems that they have faced. (They feel so wise, yet the whole psychological side of romance is unheard of.) By choice the boys and girls meet separately, although after three weeks of study in separate groups, both sexes carry on further discussion of the subject of sex life and family relationships. First of all, let me say that this course does not teach biology, a subject with which the students are already familiar.

It often happens that previous to the

EDITOR'S NOTE

For the past seven years, Mrs. Hatch has taught a sociology course containing a unit on sex and family relationships. As a preliminary step to the Family Unit, she gives four talks, followed by discussions, to the parents of the students in the course. Mrs. Hatch, who explains her program of "emotional guidance" in this article, teaches in Hanover, Mass., High School.

opening of this course the class has seen the Russian ballet. Innocuously a respect for the body can be developed from an interest in the ballet, in the Olympics, in athletics. An appreciation of the ballet, wherein the dancer has only his body through which to express his art—the Ted Shawn group has significance for the football players too—has a tendency to bring the body from the slough of disrepute into which it seems to have fallen in our western culture of the last twenty centuries. In fact, through painting and sculpture also the body can be "redeemed," as it were. These subtle approaches are rich in possibilities.

The early discussions with the young people, called "The Philosophy of Romance," explain why sex got into ill-repute—why it "went underground." The Greek trilogy of body, mind and spirit (The Greeks even dated their time from the Olympic games) is mentioned, and also the tendency of the early Christians to deprecate the body because the Romans at that period had become so dissolute—not only in sexual matters, but in over-eating and in all kinds of self-indulgence. The miracle of nature's

cleanliness in all that concerns sex is delineated—the purity of the menstrual blood, the best blood in the body made ready for use in case of impregnation, the prophylactic perfection of the mother's milk, the antiseptic preparation for the canalizing of the semen.

Besides the therapeutic mental effect of this out-spoken but objective presentation, this emphasis is very important, for the proximity of the sexual functions to the functions of excretion have led to further debasing of the miracle of life. The question of semantics is touched upon at this point—the fact that there is no middle-ground vocabulary is lamented. This gives an element of ease and relief from embarrassment because of an impoverished vocabulary on the part of youth.

Later discussions in this series include such topics as the following: "Is There Just One?" "That Precious Drive" (Here understanding, not fear, of sex is emphasized), "Emotional Maturity," "What Marriage Can Mean," "The Sophisticate" (In the last two the psychological side is stressed). A box for questions is always at hand. No questions asked are avoided or left unanswered, none answered which are not asked. Extremely personal questions are taken care of in the dean's office. Most questions are unsigned.

The children born to these class members in later years are called "Sociology Babies," and their parents are quite sure that they have a good start in developing mature personalities.

At least, one more community school has put its dreams for the revival of the ideal of family life in the lap of the gods and into the hands of a receptive community.



Action observed in the pictures is an essential part of the comic books, and an element that educators cannot ignore. When, for example, one compares the treatment of pioneer life given in many of our textbooks with that in a comic book, one is simply astounded at the tedious and boring presentation to which children have been subjected in the past. Comics play up all the dramatic element of this subject. It begins to live.—DOROTHY FARTHING in *Social Education*.

NEWSPAPERS

*A combined study
at Barringer High*

and Our School Publications

By

GRAYCE A. FOLEY

THE STUDY OF periodical literature can be a stimulating experience for teacher and pupils if the vital implications of the subject are related to school life and correlated in importance with city, state, national, and world interests. Such have been the objectives as I worked with various classes in the combined study of the American newspaper and our school publications.

Our initial experiment in Barringer High School was made over a period of six weeks. All available materials were used including personal and traditional knowledge of school life and history, copies of the four school publications (newspaper, magazine, handbook, and yearbook), newspaper interests and problems of the students, local newspapers, communications with authorities in the field of journalism, interviews with students and faculty in Barringer and other local schools, committee assignments and problems, and library references.

With such a wide scope of materials and interests, committee work progressed. Students divided themselves into four committees, each headed by a student-selected chairman. Each committee conducted an investigation based on a selection of individual problems pertaining to the study of one school publication. Every student was scheduled for the presentation of his problem before the class in a five-minute report. Accompanying the oral report a written outline—including the content of the report, sources of information, five quiz questions based on the report, and a class assignment for the next meeting—was submitted.

One week of class work on publications

preceded student-conducted meetings, problems, and assignments. During this initial period a poll was taken on the favorite newspapers of the students, the amount of time spent per day in reading newspapers, and the most popular sections and columns in newspapers. Discussions in class were based on these polls, and various notes were given on the purposes and values of newspapers, definition of news versus literature, and the canons of journalism.

On the fifth day of the first week, procedures for the next three weeks were carefully outlined with full directions for student activities, conducting meetings, and the giving of assignments. This final day of preliminary discussion afforded each student the opportunity to make a list of phases of newspaper work, including make-up, writing, reading, and journalistic positions, in which he was most interested. A committee immediately set to work selecting the best newspaper topics for future class work.

Each day of the three-week period of student-committee progress was divided into two parts. The first half of a class period was devoted to four student reports and student-given assignments for the following meeting. During the second half, class conclusions on reports were given in the form of questions, additions, and criticism, and general information was given by the teacher on newspaper topics, including those listed previously by the students themselves during the first week.

As work progressed, discussions of assignments given by students became more interesting. Each day one of the students who

EDITOR'S NOTE

In a six-week study of the American newspaper, students in Miss Foley's class also studied their school's four publications. The author believes that inclusion of the students' own publications gave the class a more personal interest in the work. She teaches English in Barringer High School, Newark, N.J.

had given part of the day's assignment volunteered to evaluate the papers and select the best of the group for the following meeting. Finally, we decided that the first five minutes of each day would be devoted to a report by the student who corrected the previous day's assignment. Gradually these reports became critical with the emphasis upon needed improvements, progress, and unusual contributions. Presently student-conducted meetings consisted of a review of the previous day's work, comments on the merits and defects of corrected homework, four student-committee reports, the next day's assignment, and notes and discussion on modern newspaper problems and interests.

Certain students showed interest in solving the problems listed by class members during the first week of study. Time was therefore allowed for these special reports on answers to problems. Thus the fourth week of study found the students making a newspaper notebook on the divisions of newspapers, kinds of articles, evaluation of certain local papers, and individual research on interesting problems. Students discovered helpful information through inquiries made to local newspapers, reporters, and radio-information programs. Some of the problems discussed follow:

- Qualifications of reporters
- How to read a newspaper critically
- Foundations for freedom of the press
- History of the growth of American newspapers
- The working of a news office and its personnel

- Newspaper advertising, its cost and influence
- Arranging a newspaper edition
- Newspaper art, including advertising and comics

During the fifth week, students selected books dealing with various aspects of newspaper work. Each day discussions centered around important information learned about newspapers in these student-selected books. In preparation for book reports, current newspaper book reviews were critically examined. Topics such as the following were discussed on the basis of book-review clippings taken from newspapers and magazines:

- The purposes of book reviews
- Different types of reviews
- Techniques of reviewing books
- What is learned from a review
- Qualities of a good review
- Importance of book reviews

The sixth week brought forth a completed project based on the book selected and read by each student. Displays featured the exhibition and discussion of student-arranged book reviews, which were illustrated and written in news-column fashion to represent one page in the review section of a newspaper. Each facsimile of a newspaper review column contained information on such topics as the following:

- Author's reputation and previous works
- Appeal of the book to the public
- Brief review of content
- Valuable information included about newspapers
- Contributions of the book and final criticism

The climax of the last week of our newspaper study was the actual writing of a significant item for one section of an exclusive class publication. The best articles were selected by a committee. The class discussed the proper placement and arrangement of these articles on the basis of our previous newspaper study. As a final step, a bulletin-board committee undertook the arranging of a news display centered around the one-page class paper and featuring important notebook contributions, clippings, and illustrations gathered from the class.

As a matter of record, students earned marks for their oral and written committee reports, extra newspaper problem reports, notebooks, book reports, discussion contributions, and a final major evaluation of the unit. This written examination was made up of student-written questions plus topics and problems which had been studied and which grew out of our work. Each student was also asked to list in order of importance ten facts or points of information which he learned during this six-week study.

Thus, even in the usually scientific and mechanical examination, individual differences and creative as well as organization and comprehension abilities played a part.

The result of our study includes a greater student interest in, and appreciation of, our school publications. For most students, newspaper reading has become a more extensive, planned, organized, and critical process, as revealed in occasional class comments, writing, reports, and bulletin-board contributions.



FINDINGS

PUBLICITY: South Dakota's high schools fail to recognize the fact that some organized means of getting school publicity to local newspapers is desirable, states Laurence Wendt in *South Dakota Education Association Journal*, on the basis of facts reported by 217 high schools of the State. Only 38 of the schools have regular news bureaus. In 75 of the schools the superintendent does the news writing, and in 21 the principal handles the publicity. "Combinations of people" write the publicity in some of the schools, and in 82 of the schools the combinations include students. Mr. Wendt advocates school news bureaus in which students have an active part.

CREDIT UNIONS: The teachers in 13 of New Jersey's 21 counties now own and operate their own credit unions, reports *New Jersey Educational Review*. In addition, the teachers in 14 New Jersey cities have credit unions.



EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

BOOKS: About 70% of all book reading is done by 21% of our population, according to a survey of 4,000 adults made for the Book Manufacturers' Institute, quoted by William S. Gray in *Journal of Educational Research*. Fifty per cent of the population who read least reported only 6% of the books read. Of the 94% of the books read by active readers, 31% are bought, 57% are borrowed, and 11% are received as gifts. About 58% of the books most recently read by the sample were fiction, and 37% were non-fiction.

BUILDING: About 11 billion dollars in added school construction is needed by U. S. public and non-public elementary and secondary schools and colleges, according to an incomplete survey recently made by the U. S. Office of Education. George H. Field, a commissioner of the Federal Works Agency, believes that if it had been possible to obtain more complete information from the states, the estimate of construction needs would have to be increased. Two previous surveys have reported higher estimates on needed school construction: The National Resources Planning Board placed required outlays for school building at 12.4 billion dollars in terms of 1940 prices. In 1944 the National Education Association reported a ten-year need for public elementary and secondary schools alone of 12.9 billion dollars. But contracts for educational plant construction awarded by the states during the first 11 months of 1947 amounted to a mere 288 million dollars.

TWO-WEEK TOUR:

45 seniors cover 2,400 miles by bus

By

F. C. THOMAS and ANNETTE SHEEL

*L*et's Go East was the title chosen for a small booklet written and compiled by a group of Barrington, Ill., students in the spring of 1947. It embodied the planning and study of 45 seniors in the Barrington Consolidated High School who, with the help of faculty advisers, carried out a successful 13-day educational tour covering 2,400 miles. The itinerary included Chicago, Gettysburg, Washington, D. C., Philadelphia, New York, Niagara Falls, a bit of southern Canada, and Detroit.

Such a trip entails much work and some worry, but it is one of the most satisfying educational projects that can be experienced. The Barrington trip was managed by the superintendent, F. C. Thomas, who had had previous experience in the field of planned trips, but much work was delegated to student committees.

The committees worked enthusiastically and efficiently in compiling rules, planning itineraries, and arranging transportation, publicity, and finance. The importance of such student groups cannot be over-estimated, for the value of the trip depends to a large extent on the advance preparation and active participation of all.

Shortly after the interest of the class had been aroused, a meeting was arranged for the parents, pupils, and faculty members. They discussed the entire project from all angles. The student steering committee took charge, stated their hopes and tentative plans, and called for expressions of opinion from parents, superintendent, and principal. This open discussion clarified the aims of the trip, indicated a strong community

backing, and gave the "go-ahead" signal for the enthusiastic class.

Hotel bookings, tour schedules, guide service, and problems of transportation were taken care of through the superintendent's office, and entailed by far the most work and the greatest difficulties. It was decided to charter one large Greyhound bus and to take one private car—the latter not only to take care of the overflow but also to provide a little more flexibility of travel. If anyone was ill or if a few wished to vary the general plans a little, the entire group was not discommoded.

Student committees, with advisers' approval, drew up their own set of rules, made out lists of recommended clothing and supplies, wrote articles for newspapers, and planned an itinerary. In organizing the trip it was decided that each member of the group should have definite information concerning the places to be visited. The excitement attendant on such a trip and the crowded schedules make it inadvisable to depend on spot lectures and hastily acquired facts to provide the necessary educational background.

With this in mind much attention was given during the school year to acquiring that background of information which would make the trip most effective and enjoyable. Special attention was given in the United States history classes to the places to be visited. Group discussions were held, movies of Washington, D. C., were shown, and a bulletin-board display consisting of cartoons and pictures of major points of interest was exhibited.

The booklet, *Let's Go East*, grew out of the work of committees that decided to organize and compile the information they had gathered and to make it a guidebook for the tour. The pamphlet contained a letter from the superintendent stating his aims and general directions for the trip, a map of the route, the overnight stops and mailing addresses, rules, supplies recommended, and a day-by-day schedule of places to be visited. The schedule was written in free and easy high-school style and was interspersed with illustrative cartoons.

The cost of the trip was defrayed in part by the class and in part by each individual. As class projects the seniors took charge of food concessions at the football and basketball games, presented a magician in a public program, gave a play, and sponsored an alumni basketball game. By these methods they earned almost enough to cover transportation costs.

Individuals met their own needs in a variety of ways. Some received the seventy dollars needed as an outright gift, but many provided themselves with the sum by their own efforts. One boy contracted for an early-morning paper route, another set pins in a bowling alley after school hours, several of the group did part-time clerking and office work, and others earned money doing a variety of odd jobs.

The local bank helped the group make a budget plan, and each week individuals of the class deposited their savings and built up their fund for the trip. The board of education supported the project enthusiastically and paid the expenses of the sponsors.

An appraisal of the trip in the light of value received and aims achieved indicated a return far in excess of even the faculty's optimistic predictions. History became more real and vivid to the group, their horizons were widened, and they received good personal training as they lived and learned in close cooperation with a large group.

One cannot walk through the battlefields

at Gettysburg or stand on the ramparts at Fort McHenry without feeling that history lives, nor can one visit the national capital, meet representatives and senators personally, and hear a debate in Congress without feeling a direct share and responsibility in government.

There was much evidence that the whole project was of great value. The general tone of the entire trip was good and evidenced itself in many ways. Good comradeship and cooperation prevailed at all times, a learning attitude was present, and enthusiasm was higher at the end of the journey than it was at the beginning.

More tangible than this general feeling of success was the response to a questionnaire filled out on the last night of the trip. The class almost unanimously voted Washington, D. C., as the highlight of the trip, while they felt their most educational experience was the visit to the House and the Senate.

In summarizing the values of the trip the majority felt that the opportunity for close cooperation with faculty and classmates ranked first and was an experience that would long be remembered. Many felt that more time was needed in Washington,

EDITOR'S NOTE

This tour of 45 seniors of Barrington, Ill., Consolidated High School, in 1947, was so successful, report Mr. Thomas and Miss Sheel, that almost the entire graduating class of 1948 is planning to go on a similar trip this year. But the authors aren't going to bore you with a city-by-city account of the tour. This article concerns the preparations for the trip, and an appraisal of its educational value. Mr. Thomas is superintendent of schools in Barrington, and Miss Sheel teaches social studies in the high school.

D. C., and suggested additional points of interest to be seen. The question of time and the selection of places to be included are always difficult in such an extensive survey trip and some arbitrary decisions must be made, even though some important items may be omitted from the final itinerary.

Upon the return to Barrington the booklet, *Let's Go East*, was superseded by one called *We've Been East*, which summarized the highlights of the trip and many pleasant personal experiences of the group. The book has many pictures and a cloth binding—a donation from an interested school patron and parent of one of the group. The closing paragraph in the words of one of the seniors speaks for itself:

Singing played a large part in the trip—there was good singing and then there were other kinds. But two things were sure: that it was mighty loud singing and that almost every song written in the English language was sung. Of course, the songs that everyone remembers most were the ones that were sung as we rolled back into Barrington, escorted by the Chief of Police, Mr. Baade. "Auld Lang Syne" and the class song to the tune of

"Heartaches" were never sung before the way they were then, for the boys and girls on that trip realized that the months of preparation, the weeks of saving, the days of planning, the hours of waiting, and finally the trip itself all were over. All of us were a little poorer financially, but this was far surpassed by the wealth of knowledge and experience we gained on the trip. The outstanding value of the tour was in the cooperation shown between all the participants—students and sponsors alike. And on an equal rating with that was the value of the friendships formed during these 13 days of companionship. Someone said that some of the friendships created were much closer, perhaps, than those made during the years in school together. Truly the tour was to all of us (just as the word says) wonder-ful.

The enthusiasm of last year's group and the friendships formed and cemented on the trip held over and permeated the entire community. At Christmas time the class assembled for alumni activities with greater enthusiasm and more interest and friendliness than most classes show. That feeling is still evinced by patrons of the school and by the class of 1948, which—almost 100% strong—is now planning their trip to the east.



Recently They Said:

Problems in Fiction

Rarely does the high-school student have an opportunity in his classes to discuss the kinds of everyday personal and social problems that he is meeting. The English class can give that opportunity. The average adolescent is far too inhibited to discuss his personal problems in a class situation. But give him a fiction prototype through whom he may project his own problems, and the way is open to him for a frank discussion with his peers. To the guidance expert and even the psychiatrist must be left the problems of serious maladjustment and personality conflict. But the English class can help the student to develop a clearer outlook on the ordinary vexations that cloud his days.—DWIGHT L. BURTON in *The English Journal*.

Distance Event

No track coach who is worth his salt would enter a dash man in a mile event. The folly of this is immediately clear to everyone, even to the uninitiated. To move from the track to the English classroom, we find that all too many of our pupils preparing for college are equipped by reading practices to "run a dash" and are most inadequately prepared to meet the "distance event" of collegiate reading demands.

Secondary-school graduates upon entering college suddenly find themselves confronted with a quantity of required reading in all their reading courses, the amount of which was never approximated in their preparatory school work.—RICHARD GRAVES ARMS in *The Independent School Bulletin*.



SCHOOL NEWS DIGEST



Edited by THE STAFF

LOYALTY: The first of "the multitude of anti-Communist bills" that have been introduced in the New York State Legislature, reports the newspaper *PM*, is a "teacher loyalty bill" which was reported out of committee and placed before the State Senate in March. The bill provides that affiliation of a teacher or an administrator with "any group or organization advocating a totalitarian form of government in the U. S. A., whether Communist, Fascist, or other totalitarian character," will be considered grounds for dismissal.

SELF GOVERNMENT: Robert Littell, Chairman of the National Self Government Committee, has announced the removal of the Committee's offices from 80 Broadway, New York City, to 43 Exchange Place, New York City, and the transfer of all of the Committee's publications to the United States Office of Education, Washington, D. C.

Mr. Littell stated, "Through the cooperation of Dr. Galen Jones, Director, Division of Secondary Education, U. S. Office of Education, all of the publications on student government and civics issued by the National Self Government Committee will be available to teachers and students by writing to the U. S. Office of Education."

Mr. Littell also announced that the National Self Government Committee is planning to sponsor a project to serve as a memorial to the Committee's founder, the late Richard Welling, whose life was devoted to the advancement of democracy through its practice in the schools.

The National Self Government Committee, founded in 1904, has developed student-government organizations in schools and colleges, issued publications, and served as a clearing house for information on this subject. Among those associated with Mr. Littell in this work are Lyman Beecher Stowe, author and lecturer, as Chairman of the Board; Joseph D. McGoldrick, former Comptroller of the City of New York, Treasurer; Charles C. Burlingham, Herbert Agar, John Dewey, Charles A. Beard, and Angelo Patri.

RELIGIOUS INSTRUCTION: Following the recent Supreme Court decision that religious teaching in public schools is unconstitutional, state the New York *Post* and *PM*, educators and parents were wondering whether the ruling may, by extension, affect the "released time" practices of some school systems. The ruling grew out of suit brought

by Mrs. Vashti McCollum to obtain a court order forbidding the plan of holding half-hour weekly religious classes in the Champaign, Ill., public schools, where her 10-year-old son is a pupil. The classes were held in school classrooms, and a joint Jewish-Catholic-Protestant Council had provided the teachers. The Illinois courts had ruled against Mrs. McCollum, but their decision was reversed by an 8-to-1 ruling of the Supreme Court. Justice Hugo L. Black, who wrote the majority decision, said that the Champaign plan is "beyond all question a utilization of tax-established and tax-supported public school system to aid religious groups to spread their faith" and that the "First Amendment has created a wall between the church and the state which must be kept high and impregnable."

SCHOOLS & ADVERTISERS: The nation's schools are "valuable advertising media" that most national advertisers have "long neglected." That's what some of the speakers said at a recent meeting of the Association of National Advertisers, as reported in the New York *Times*. Techniques for the "skillful and mutually beneficial use" of the schools by national advertisers were outlined by speakers at the meeting. One advertiser who had not neglected the schools explained that a successful program should "avoid strong promotional appeals." Speakers explained that the proper approach and a "genuinely unselfish" aim of rendering a real service were essential to any "promotional tie-up" of business and education. Part of this service, they said, should consist of "closing the gap" between the classroom and practical knowledge of business and economics. The educational materials of business firms can help "to bring realism into what is otherwise dull, academic, and theoretical."

JUNIOR COLLEGE: *Junior College Terminal Education in Your Community* is a "service publication" recently issued by the McGraw-Hill Book Co., of New York City. The 12-page pamphlet was prepared by three independent junior-college specialists, Lawrence L. Bethel, Frank B. Lindsay, and Jesse P. Bogue. The booklet deals with the planning and operation of community junior colleges. It emphasizes the importance of an occupational survey of the community, before the curriculum

(Continued on page 576)



EDITORIAL



Let's Bring the 1948 Elections into the Classroom!

THE TRAINING of an interested, informed electorate ranks high among the basic purposes of public education in the United States. Knowledge and understanding of the machinery of government and the party system as it operates in the United States are prerequisites to intelligently active citizenship.

We like to feel that the graduates of our high schools have formed habits of recognizing and studying carefully the issues involved in national elections, informing themselves as to the background and fitness of candidates for office, and of making their influence felt through their political parties and at the polls. We should like to have evidence that our former students appreciate and use the privilege of suffrage and are motivated to do all in their power to raise the tone of political life in the United States. That these hopes have not been realized we are fully aware—but what better opportunity have we for laying the foundations of their fulfillment in the near future than in a year of national elections?

The apathy of a large proportion of qualified voters, as indicated by the size of the stay-at-home vote in every election, is decried from pulpit, screen, and press. But the real problem is more crucial than appears immediately on the surface. The number of votes registered at the polls might be increased ten-fold and yet not alleviate materially a situation which is extremely dangerous in a government of and by the people.

The real problem facing the schools in this election year of 1948 and in the years

to come is to produce a citizenry which is trained to think straight; a citizenry skilled through experience in inquiry, in locating the facts, and in exchange of ideas; a citizenry actively interested in securing to public office only those men and women of high purpose and qualifications which adequately fit them for the position; a citizenry which recognizes the role of the people in bringing their influence to bear on the law-makers through their political parties; and a citizenry willing to spend itself unselfishly for the general welfare of the nation as a whole.

These ideals and skills can and must be developed and taught in the public schools if our country is to progress toward living, enduring democracy.

How does (or should) a voter make up his mind as to which candidate is best fitted for an office—as to which side to take on an issue of national, state, or local significance? While the groundwork is being carefully laid for the national party conventions and the American public is attempting to make up its mind about candidates and issues, high-school students should be gaining first-hand information on methods of forming an honest opinion. No artificial motivation will be required for this type of investigation. Young adolescents are characteristically eager to engage in those activities of real importance to their elders in the work-a-day world outside the classroom.

Although the textbook is helpful in tracing the development of the party system in the United States, students will gain a great

deal by using the same materials that adults employ in forming opinions. All media for the dissemination of information can be utilized in the classroom—local and metropolitan newspapers, magazines and journals, classroom news periodicals, the radio and movies. The students should appraise all of these for their chief contribution to the knowledge desired—background information, “on-the-spot” reporting, unbiased presentation, personal opinion, deliberate distortion of fact, summary of “highlights.”

A comparison of the same topic, such as a candidate's speech as reported in several newspapers and journals, will give the student opportunity for the evaluation of sources of information in relation to a particular criterion. *The Congressional Record* can profitably be used in judging a candidate's fitness for office on the basis of past action and conduct. Thus, in all possible ways, students should be using the actual methods and materials which they will employ as adult citizens and voters in forming their opinions.

Instruction should be so pointed and meaningful that students will be able to locate and use political information to good purpose. Checking the background, training and experience of even one candidate for public office against the desirable qualifications for the position gives training in searching out the facts, application of those facts to a problem of nation-wide interest and concern, and of exchange of opinion and findings in the classroom. Further, it is the sort of training and information which can and will be carried out of class into the home and neighborhood. Similar training in straight thinking will be gained by identifying the problems involved in the issues which make up the planks in the party platforms.

High-school boys and girls are capable of, and will engage with profit in, an anticipation of the stand to be taken by

the major parties on issues of national and international concern. Such discussion will encourage a study of past policies of the parties as well as those of the present, which should be helpful in establishing those “relationships” with which every teacher of social studies is mightily concerned.

This national election year presents the secondary schools with a unique opportunity also for the development of an understanding of the party system itself as it functions in the United States. The logical place to begin with junior-high-school pupils is in the local community. Here the student can most easily appreciate the role of the individual citizen in the organization and work of the party. He can readily identify the several parties and the prominent leaders of each. Members of his own family will probably wear the party button and be actively engaged in its many activities. He can gain a first-hand knowledge of the “American Way” by interviewing party members, attending rallies and listening to their speakers. It is possible for him to walk over to the party headquarters, to collect slogans and party insignia, as well as campaign literature. Precincts, wards and polling places can be located and visited. Later, as the election days draw near, the junior-high-school student can secure samples of primary and final election ballots as well as model voting machines for study and use in the classroom. However, it should be kept in mind that although all of these activities are valuable and interesting, the matter of forming an opinion—of preparing carefully for voting itself—is of infinitely greater importance.

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“What's the use of voting?” queries the high-school senior. “What we want doesn't count. The people aren't the government. We only fool ourselves when we think we

have any influence on the lawmakers in Washington."

Young people who think this way (and there are surprisingly large numbers who do), need to gain an insight into the political party as an instrument for the translation of individual thought and ideals into public policy and eventually into law. True, young people will see in a political party vested interests, big business, and vestiges of the "spoils system." They should also appreciate in the machinery of a political party at its best an opportunity for the ordinary citizen to make his influence felt, to express his opinions and have those opinions and issues clarified through group action. It is highly dangerous when boys and girls in their 'teens honestly believe that the average citizen has no influence whatever on lawmaking. Social-studies and English teachers have an unparalleled opportunity through election activities to help boys and girls to realize that every American can make his ideas felt. This is basic to an understanding of the comparison of the people's relation to the national government in the United States with other countries. An excellent study which will give evidence of the effectiveness of even minority groups on legislation, and which is particularly appropriate to 1948, is that of our third-party movements.

Possibilities for studies in the senior high school are almost unlimited—the electoral college system: why it is possible for a candidate with only a minority of the popular ballots to win a national election; the broadening of the suffrage in the United States, with reason for and results; national party organization: officers, conventions and delegates, campaign methods; and student evaluation of party procedures.

As the final election days approach, every school in our country might profitably examine its methods of conducting student-government elections. At least some of the indifference toward out-of-school electoral activities may be traceable to attitudes gained in school when school elections were carelessly or inadequately carried out. Students should practice the same skills of straight thinking in electing their class officers as we hope they will exercise in the privilege of suffrage when they reach their twenty-first birthdays. It is to be hoped that sometime between now and the November elections, every high school in the United States will give its students actual experiences in registration, primary and final elections, on a school-wide basis. Classroom learning experiences, assemblies and rallies should prepare the students to cast their ballots thoughtfully and with the conviction that they have valid reason for the choices they have made.

No amount of textbook learning or exercises in critical thinking will produce interested, informed voters. Opportunities for the practice of honest investigation of truth, exchange of opinion, evaluation of sources and findings and presentation of ideas to others will equip boys and girls with those requisites for intelligently active citizenship. Attitudes toward voting and the influence of an individual voter on law-making are learned. As teachers, let us seize the unparalleled opportunities of this election year of 1948 to establish well those understandings, attitudes, knowledges, and skills which are so vital in these days of threat to the American Way.

LORETTA E. KLEE

Ithaca Public Schools and
Cornell University



Considering . . . the fact that less than fifteen per cent of our high-school graduates have been enrolling in colleges, let us be generous to the extent of claiming that our present traditional mathematics offerings serve about fifteen per cent of our high-school population.—WILLIAM A. GAGER in *School Science and Mathematics*.



BOOK REVIEWS



KIMBALL WILES and EARL R. GABLER, *Review Editors*

Sexual Behavior in the Human Male, by ALFRED C. KINSEY, WARDELL B. POMEROY, and CLYDE E. MARTIN. Philadelphia, Pa.: W. B. Saunders Co., 1948. 804 pages, \$6.50.

This book is a statistical analysis of the sex behavior of approximately 5,300 American males from early childhood to old age. It is a most significant publication in the field of sex education.

Published in January 1948, it has already produced much excited and enthusiastic, and some severely critical comment. It has already been reviewed so widely that a descriptive review is repetitious. Despite some criticism as to sampling methods the general findings of this research are widely enough corroborated by other studies that they must be given respectful and earnest consideration by teachers. Dr. Kinsey, himself, points out certain limitations of the study.

A statistical analysis does not and cannot portray the meaning of sex in individual lives. As

Dr. Kinsey says (page 42), sexual histories often involve hurts, frustrations, pain, tragedies, and catastrophies. And—he might have added—in other instances joy, happiness, contentment, and understanding. The big task of sex education is that of helping individuals understand what sex can mean, both for good and ill, in their lives and the lives of others. Therefore, far from being the last word, this work is another of the opening wedges in a field long skirted circumspectly, but which is now opening up so rapidly it can no longer be safely ignored by the schools. Adolescents, no less than adults, have read current newspaper and magazine articles concerning the Kinsey report, and are concerned with the significance of the findings.

Teachers will be working on the book's implications for sex education for many a month to come. As an initial clarification, teachers' meetings, state and national conferences, and conventions should schedule discussions on the Kinsey report in which an honest effort is made to determine the nature

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In Henry's Backyard—The Races of Mankind, by RUTH BENEDICT and GENE WELTFISH. New York: Henry Schuman, Inc., 1948. Illustrated in color, unpagged, \$2.

For those desiring a quick, vivid picture of facts basic to the development of good human relations among peoples (especially among those of different races), the picture-story book, *In Henry's Backyard*, fills a need. Basing the text on the pamphlet, *Races of Mankind*, published by Public Affairs Committee, Inc., the authors show not only how "green devils" of prejudice, stupidity, and hate separate peoples from one another, but also how scientific attitudes can rout the "green devils" and bring peoples together.

Facts are cleverly woven in story form with Henry, a "citizen of Our Shrinking World," the

leading character. Henry becomes aware of the whole world living in his own backyard, of differences among his neighbors, and of conflicting attitudes which he must resolve.

The book is, in reality, a picture book. Large, bold illustrations adapted from scenes in the *Brotherhood of Man*, the animated color-film produced by United Productions of America, actually tell the story. Pictures are supported by the running text.

It should be recognized that, in the attempt to be crisp and clear in their presentation, the authors have stressed only racial characteristics. Furthermore, they have, in one sense, accentuated rather than minimized differences by using prominent black, yellow, and white figures in many illustrations.

Although both young and old can get enjoyment and information from the fifty colorful pages, the appeal is essentially to the mature reader for which the text is more appropriate. As one medium for emphasizing basic truths about the similarities among all human beings, it will appeal to those who wish a book with light, vivid content that can be assimilated quickly and easily.

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Elements of Soil Conservation, by HUGH HAMMOND BENNETT. New York: McGraw-Hill Book Co., 1947. 406 pages, \$3.20.

Authorized by the Chief of the Soil Conservation Service of the U. S. Department of Agriculture, this timely inventory of both the seriousness of erosion in the United States and of our current methods for soil conservation and their effectiveness is almost definitive. Although the style of writing is not inspired, and the vocabulary has apparently not been checked against the Thorndike word list, there is drama in its theme: "We are moving constantly ahead, though not yet with sufficient speed."

Each of the 22 chapters has headline divisions, 5 to 19 brief questions, 1 to 5 references, and an annotated bibliography of films and filmstrips (which would be more usable if information had been given as to whether each title was free, for rent, or for sale). The volume contains a good index, 114 pertinent photographs (some before-and-after pairs), 14 graphs, and 12 tables.

Although there is no reference to Faulkner's controversial *Plowman's Folly* or Rodale's *Pay Dirt* as such, their revolutionary thesis is substantiated by reference to the remarkable success of one Mack Gowder of Georgia, who discontinued "clean" plowing 30 years ago. Because of the indisputably greater yields of stubble-mulch farming, it seems to the reviewer that both conservationist and practicing farmer are steadily coming closer together with the development of every new implement for more effective disking and sub-surface plowing.

CARLOS DE ZAFRA, JR.
John Marshall High School
Rochester, N.Y.

Mark My Words, by MARJORIE ROSENBERGER. Yonkers-on-Hudson, N.Y.: World Book Company, 1947. 109 pages, paper bound, 64 cents.

If the author's purpose in writing *Mark My Words* was to make learning to spell, pronounce, and use words fun for high-school students, she has succeeded! Words are presented in many different and interesting ways under attractive exercise headings. Each exercise is really a word game. The book is valuable in the drill it gives in following varied directions. The words included are diffi-

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cult and challenging, not so simple that one seems to be wasting time in doing the exercises. They are words with which students come in contact and which do cause them trouble. Last, but not least in making *Mark My Words* attractive, are the appealing illustrations by Anne Cleveland.

ELIZABETH A. CORBETT
Albion High School
Albion, N.Y.

Building Friendly Relations, by the University School Faculty, Columbus, Ohio: The Ohio State University, 1947. 52 pages, \$1.

Building Friendly Relations is a booklet describing fifteen group experiences and projects which it is hoped produced better relations among religious, racial, and national groups. The situations represent ways of attacking prejudice at maturity levels from grades one to twelve, and include both in-class and field experiences.

The descriptions will be suggestive and helpful to teachers working in areas in which the "out groups" are really minorities. They will not help schools which have conflicting groups of approximately equal size. The techniques used are those for getting pupils or parents to accept a single Negro, or Jew, or Italian. In the opinion of the reviewer, the program is designed to decrease exclusion, not improve harmony among conflicting groups.

Two observations made by the faculty about the pattern of prejudice found in the school confirm the findings of previous studies: "Pupils in the early elementary grades of our school tend to be free from prejudice." "Children in the intermediate grades often reveal for the first time the prejudices of their home, their cliques, and their communities."

KIMBALL WILES

Audio-Visual Materials and Methods in the Social Studies, edited by WILLIAM H. HARTLEY. Washington, D.C.: National Council for the Social Studies, 1947. 214 pages, \$2 paperbound, \$2.50 clothbound.

Comparatively speaking, this is a good book on audio-visual material and methods of teaching in the field of social studies. Some twenty-three individuals contributed to the twenty-one chapters that comprise the book. Since each chapter is written by a person or persons from the "firing line" the suggestions are very practical. Each classroom teacher in the field of social studies should own a copy of the book. He will find it of inestimable value in planning and directing types of instructional procedures that lead to real understanding. Many of the chapters have sample learning exer-

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cises, techniques, and guide sheets to illustrate how the materials may be utilized.

Teachers in fields other than social studies will also find this book very helpful. Such topics as realia, textbook illustrations, learning through audio-visual material, field study, lantern slides, pictures, posters, charts, cartoons, graphs, motion picture, the excursion are just as applicable to the areas of science, literature, art, languages, etc., as they are to social studies. The book contains an excellent bibliography of source materials.

EARL R. GABLER

Electricity—Principles, Practice Experiments, by CHARLES S. SISKIND. New York: McGraw-Hill Book Co., 1947. 448 pages, \$2.60.

This volume on elementary electricity is unique in the thoroughness with which it treats a subject that has occupied the attention of many authors. Its lucid theory is augmented by many detailed experiments, chapter summaries, well-drawn diagrams, and questions and problems. There is also a unitized list of relevant visual aids topped off with an appendix of brief histories of great names and developments in electricity. Especially interesting is the treatment of the electron flow vs. current flow

ambiguity and the application of modern electron theories in the explanations. One glaring inadequacy, however, is the omission of Kirchhoff's Laws. It is hoped that future editions of this book will correct this shortcoming in the same comprehensive manner that other topics are covered. If this step is taken by the author, he will thus provide a book that will contribute greatly to the education of the high-school student of electricity.

M. K. KUNINS

Radio Communications Department
Metropolitan Vocational High School
New York, N.Y.

How to Construct a Sociogram. Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University. New York: Bureau of Publications, Teachers College, Columbia University, 1947. 37 pages, paperbound, 50 cents.

Those teachers who are interested in working out the personal-social relations of the pupils they have in class will find *How to Construct a Sociogram* a very useful guide. The staff of the Horace Mann-Lincoln Institute has prepared a how-to-do-it

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manual that describes this technique in sufficient detail to enable the teacher to approach the study of intergroup social relations with confidence. The diagrams, charts, and forms make the process readily understandable, and an excellent bibliography is included for those who wish to study the technique more fully.

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G. DERWOOD BAKER
School of Education
New York University

My America, by MERLIN M. AMES, JESSE H. AMES, and THOMAS S. STAPLES. St. Louis, Mo.: Webster Publishing Co., 1947. 532 pages, \$3.32.

My America, a chronological account of the history of the United States, with European backgrounds, has as its stated purpose "to teach youngsters the history every American should know and to train them in thinking habits essential to the

best citizenship." These are admirable objectives, but it is difficult to see how either of them could be attained with the material and method employed.

Inasmuch as the authors believe that "this text presents all the essential facts of American history" (p. v), it is easy to understand why so many topics which are highly questionable for the use of junior-high-school pupils are included. In an attempt to use language easily within the vocabulary of eighth-grade pupils, over-simplification which borders on faulty impressions characterizes several sections of the book. There is a preponderance of facts, events, and items without sufficient detail and specificity to develop real understanding.

The authors would perform a greater service to the boys and girls of America and their teachers by attempting to present less than "all the essential facts of American history" and doing it in more interesting, adequate style. The use of factual, objective exercises, placed at the end of every two or three pages of reading material will be a strong temptation for the child to "read over" the section and "write answers to the questions" rather than to organize information and think critically about it. The authors will need to revise this book carefully in terms of the practice of study skills, and the development of much needed social and geographical-historical relationships, as well as the correction of faulty impressions, if it is to meet the demands of modern social-studies instruction of the best type.

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Social Travel, A Technique in Intercultural Education, by EDWARD G. OLSEN. New York: Hinds, Hayden & Eldredge, Inc., 1947. 46 pages, paperbound, 35 cents.

Here is an effort to help those who would help others achieve the social insight our world so badly needs. And it is a good effort. Eight reports of social travel (trips) are presented in brief. The "subjective" judgments of leaders as a means of evaluation are considered and, in contrast, "objective" means are discussed. Finally, consideration is given to the conditions which underlie the successful use of social travel. This is quite a road for a small pamphlet to travel. But, as must be true of the use of social travel, the planning was carefully done; hence, this "trip" is completely successful. Teachers at all levels will find much that is suggestive in these pages.

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(Continued from page 557)

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